

# TLC Exemplars

## Schools with Fewer than 1000 Students

[Year 1](#)

[Year 2](#)

[Year 3](#)



## Year 1 TLC Exemplars Less than 1000

This document includes the narratives from all school districts with fewer than 1,000 students that scored 9 or 10 (as well a few that scored 8) on the listed part of the application. While the Commission on Educator Leadership and Compensation gave each of the parts below a high score, these examples should not be considered the full range of acceptable approaches to each part of the application; school districts could design an approach for each part of their application different from those described below. This document is simply a resource as school districts develop a Teacher Leadership and Compensation plan that is tailored to their local context and aligned with the statewide vision of Iowa's TLC System.

### Part 1 – Quality Planning Process

Lenox

Colo-NESCO

Roland-Story

### **Part 2** – Connecting State and Local Vision and Goals

Clay Central-Everly

**Wilton**

**West Marshall**

### **Part 3** – Connecting to Other Work

**Gilmore City-Bradgate**

**Winfield-Mount Union**

**Rock Valley**

**Roland-Story**



#### **Part 4 – Improved Entry Into the Profession**

Edgewood-Colesburg

East Union

Durant

Van Meter

Hudson

Central Decatur

North Cedar

#### **Part 5 – Teacher Leader Roles**

Andrew

Springville

New London

Colo-NESCO

Northeast

West Monona

North Cedar

Camanche

Roland-Story



## **Part 6 – Rigorous Selection Process**

Delwood

Collins-Maxwell

Akron Westfield

Colo-NESCO

East Marshall

## **Part 6 – Rigorous Selection Process (cont.)**

Denver

Panorama

Roland-Story

## **Part 7 – Aligned Professional Development**

CAM

East Union

Colo-NESCO

Okoboji

## **Part 8 – Evaluation of Effectiveness**

Keota

CAM

Van Meter

Highland

Central Lyon

North Linn



Panorama

Okoboji

## **Part 9 – System Sustainability**

Hinton

Van Meter

Lawton-Bronson

Earlham

## **Part 9 – System Sustainability (cont.)**

Rock Valley

Wapello

Maquoketa Valley

## **Part 10 – Aligned Budget**

Delwood

Earlham

Maquoketa Valley



## Part 1 – Quality Planning Process

### Lenox

Upon receiving the planning grant for the Teacher Leadership and Compensation System, the Lenox Community School District (LCSD) put together a planning committee, consisting of three administrators, two elementary teachers, two secondary teachers, two parents, and two students. Two of the teachers on the committee were also union members. The committee met every other week for one and one-half hours beginning in October through January.

The planning committee was given background information on House File 215 and the intended goals of the Teacher Leadership and Compensation System as well as the how the funding for the planning grant was awarded. The application process was also explained along with the timeline for completion. The planning committee first reviewed and explored the Career Pathways and the three possible models created by legislation including the five “Must-Haves” for local plans. During this step, the committee dissected the roles and responsibilities of the teacher leadership roles. The strengths and concerns specific to Lenox were examined to work toward a vision of the system that would be right for the LCSD. We also examined the current staff needs to determine how each of the three possible models could impact district operations.

Several key factors were discussed at length. The TLC committee discussed how much money per child the district would be receiving in order to see what would be financially feasible for our school district to consider. Costs considered were salaries for leadership roles, subs costs for teachers who might be out of their classrooms, purchasing resources, and trainings or workshops. The committee also determined the number of staff eligible to serve in the leadership positions to ensure there would be enough to cover the needed positions (25%) and whether there would be enough staff that would be willing to take on the roles. The master contract was analyzed for wording for staff evaluation and RIF procedures. The team also discussed evaluation/RIF procedures with LEA members. Staff buy-in was also considered including time, commitment, and willingness to change.

Throughout the planning process the TLC planning committee has been the central core for gathering information. Input from many sources as well as concerns from various stakeholders were taken into consideration to ensure an instructional leadership plan would be developed that would truly benefit the educational learning of the students of LCSD. The administration looked at the benefits of improving student learning and teacher instruction as well as the money that would be needed to make the grant work in our district. After much consideration, the committee felt that a modified Instructional Coach Model was best suited for our district’s needs.



The next step for the committee was to present a draft of the plan to the K-12 staff. They were asked for their opinion of the model, how they felt the district could benefit from teacher leadership roles, and if anyone would be interested in applying for said roles. The plan was then presented to the board to seek board approval both financially and educationally. Following staff and board approval, the committee then began to develop specific details of the plan.

Throughout the planning process, the committee felt commitment and support for the teacher leadership system by all stakeholders was imperative in order for it to make a positive impact on the district. Student members stated they thought the teacher leadership roles would help improve the consistency in the flow of curriculum between teachers in a department. Parents expressed that the teacher leadership roles could also assist teachers in improving the transition for students between grade levels, especially from upper elementary to jr. high, and jr. high to high school. In conclusion, the committee stakeholders felt the goals (of the teacher leadership roles) are to improve instructional practices, to assist in getting curriculum aligned and ensure the written curriculum is also the taught curriculum.

All stakeholders involved feel communication is key to the success to any major change. The committee plans to use multiple methods for providing information to the various stakeholders. These would include the LCSD website, Lenox Community Facebook page, individual teacher websites/blogs, parent/teacher conferences, and attending various community meetings. All committee members will promote the TLC's long-term goals by word-of-mouth through district and community activities. Building and district staff meetings will be held explaining the teacher leadership roles as well as being presented to the Lenox Education Association. Teachers will be given input on how they feel the teacher leaderships roles can best help them in improving instructional practices in their classrooms.

As with any new change, there will be some resistance. A survey was developed to assess the commitment of staff. Based on the survey, the majority of the staff feels this would be a positive step for the district. To follow up, a document such as Padlet or a Google document will be set up for teachers to voice concerns, give suggestions, or ask questions. This can give the teachers a sense of ownership and help create a sense of trust that will help overcome resistance. A similar document will also be set up and put on the LCSD website to provide information to community stakeholders as well as provide an outlet for questions, answers and concerns.



## Colo-NECO

Colo-NESCO's planning for the Teacher Leadership and Compensation (TLC) Grant was guided by Heartland AEA's workshop series. In these sessions we reviewed teacher leadership systems throughout the country, viewed presentations on aspects of effective teacher leadership systems, and were provided with planning documents and supports to use in the development of our teacher leadership system. As a follow up to these meetings, a district planning group met regularly to brainstorm, plan, and write sections of the grant. Meetings were held with administrators to solicit their input and feedback.

Additionally, district representatives attended a training session by Steve Barkley, a world-renowned educational consultant, about how to create, support, and maintain a strong teacher leadership program. Our instructional coach attended a three-day coaching conference to deepen our understanding of the roles and responsibility of teacher leaders, the skills necessary to be an effective teacher leader, and the infrastructure necessary to support a teacher leadership system. Finally, the lead writer for the grant was paid for time spent outside of the workday and several district teachers were paid to review the draft and provide feedback.

Administrators had a vital role in the development of the teacher leadership plan. Those not attending the AEA workshop series were briefed on the information presented and the scope and intended outcomes of a teacher leadership system. They provided input and feedback throughout the grant writing process, including how best to solicit input from teachers and community members, which leadership roles would be a best fit for their buildings and the district, and in determining the most appropriate duties and responsibilities for teacher leaders.

Initially administrators were on a continuum in terms of support for a teacher leadership system. All administrators were excited at the prospect of having an on-going, built-in system for ensuring the continual development and growth of teachers and the positive impact this would have on student achievement. Concern was expressed about the potentially negative effects of removing high-quality teachers from the classroom. After discussion the design of the system was adjusted so that, at least in the first year, the amount of time teacher leaders would be out of the classroom will be minimized. Also, it was decided that teacher leaders' release from instructional duties would be dependent on finding a suitable replacement. As a result **100% of administrators** are in support of implementing a teacher leadership system.

Teachers' input was actively sought and incorporated into the plan. Sessions were held in each building to inform teachers about the TLC Grant, its foundations, vision, and goals as well as the range of potential leadership roles. Teachers participated in a survey to quantify their support for a teacher leadership system, the roles they felt would be most beneficial, the types of teacher leaders they would be most likely to utilize, and which roles they might be interested in



pursuing. This information was then used to design a system that would meet the unique needs of Colo-NESCO.

Teachers were very supportive, with **86% of the staff** in support of having a teacher leadership system. They felt that such a system would enable them to “broaden [their] career path,” “grow professionally,” allow them to “share best practices,” “improve teacher instruction and collaboration,” “tap into the multiple teacher talents that exist,” and provide better support for new teachers, all of which would lead to increased student achievement. Some concern was expressed about teachers taking on yet more responsibilities and the possible detrimental effect of removing effective teachers from the classroom. Based on this input duties and responsibilities were adjusted to avoid overloading any one position.

A third stakeholder group that engaged in the process was parents and community members. Thirty parents and community members attended a meeting, which was 67% of those invited to attend. This meeting had two main purposes. First, we wanted to educate community members about what the TLC system was and how it would benefit the achievement of all students. Second, we wanted to present our draft plan and get input on the potential strengths and weakness so it could be adjusted based on their feedback.

As a result of this meeting **a majority of community members** expressed support for a teacher leadership system. According to the notes groups took and the minutes of the meeting, community members believe that a teacher leadership program will improve instruction for students, allow for better support and retention of new teachers, support vertical alignment of the curriculum, create a more open environment and the sharing of expertise, improve professional development and growth, and increase accountability. Their concerns closely mirrored those of administrators and teachers and related to the sustainability of such a system if funding runs out, how to keep additional responsibilities from increasing teacher burnout, and a desire to ensure that the application and review process is rigorous. This input led us to split one position into two separate positions to avoid burnout. We also increased the rigor of our selection process to ensure the most qualified candidates would be selected.

Because of the research conducted, extensive outreach efforts, and the valuable stakeholder feedback incorporated into the final design, we feel confident that Colo-NESCO has a strong plan for launching a teacher leadership program. Our program will support teacher growth, lead to higher student achievement, and allow the district to grow in ways that will meet the needs of the future.



## Roland-Story

### **Planning Process Described**

#### Deciding to Apply

In October the Teacher Leadership Compensation team (TLC), composed of four administrators, three teachers, and three parents, met to consider applying for the TLC grant. They studied the three options, attended AEA workshops, and contacted teacher leaders from other schools. Parents were most favorable. One said, “If this provides you with money and time to focus your efforts on improving how teachers work, why would you even hesitate to attempt this grant the first year?” Another parent felt teachers should appreciate the help teacher leaders provide. The group voted to apply on year one.

#### Choosing a Vision

Next, a parent noticed that the vision of the TLC task force and our school’s mission statements were similar. The group unified the two documents to create Roland-Story’s TLC vision: *The Roland-Story Community School District will establish a teacher leadership system that adequately compensates teachers who lay the foundation for collaboration with new teachers, show the way through complex conversations with developing teachers, and seek out the best tools for success in a global society so all involved can help each student grow at expected levels.*

#### Creating a Plan

To formulate the plan, the group attended AEA meetings, read articles, listened to teacher leaders, and discussed theoretical versus practical plans. Because the school is in a crucial phase of improving the link between assessments, student work, and teaching strategies, a model 3 plan based on research by Fred Newmann and Bruce King around Authentic Intellectual Work guided the construction of a local “learning” focus. Positions were renamed to reflect that goal. The grant provides for a **district learning coordinator**, 3 full-time equivalent **learning coaches**, and 15 **model teachers**.

#### Educating Staff

The TLC team then educated teaching staff and parents. Administrators led initial explanations. Teachers on the committee then held one-on-one conversations with these teachers to gauge concerns. Reeducation followed. This phase continued for three weeks.

#### Educating Stakeholder Groups

Administrators discussed the plan with parent advisory groups and the Parent Teacher Organization. Parents on the School Improvement Advisory Council were educated about the process and surveyed for input. Brian Sansgaard, a parent with business background, stated that the plan wasn’t what he expected. He believed the plan would create a more productive



workplace: “This mentoring system takes buy-in from younger and older teachers. Everyone will learn. Even the experienced teachers will need to learn new things because they need those new things to help new teachers. Mentoring is a good thing.” All present believed the program would help students.

#### Surveying Teachers to Guide Future Steps

Next, a survey 1) further educated teachers about jobs and ways they could improve achievement, 2) asked what types of help teachers would appreciate, 3) weighed initial buy-in that the plan would help achievement, and 4) asked who might be interested in available positions. One hundred percent of the teachers who responded felt the plan could improve achievement. Over fifty percent expressed interest in one or more of the positions.

#### More staff education

Principals chose January activities based on teacher surveys. The elementary school took three different groups of teachers on school visits to watch teacher leader systems in person. Then, written interview responses were shared with all teachers. The high school sent teachers to visit schools with leaders and also hired another group of leaders to conduct an in-service. The middle school also visited schools with teacher leaders and held grade level meetings to review the job details and qualities necessary for good leaders.

#### Writing the grant

With positive momentum of approval, the grant was written and the team reviewed draft one on January 9. Changes were suggested by parents, teachers, and administrators. This meeting solidified the plan’s format and the school’s implementation focus. The grant was reviewed by the AEA team on January 11. Revisions focused leadership duties to two initiatives and five improvement structures.

#### **Grant Supports the Plan: \$8585.23 Total**

TLCS Team Meetings:

\$1000 substitutes

\$1000 meeting expenses

\$1160 grant writing salaries

Educating the staff:

\$5424 (speakers, substitutes, travel expenses)

#### **Description of support and commitment**

##### Teachers

Three teachers, including the education association president, attended meetings and helped



formulate the plan. After a serious three-week focus of meetings and conversations, 100% of teachers expressed optimism the plan could help improve student learning. They also showed commitment when over 50% showed some interest in one or more of the positions. The grant supported their trips to visit other schools. Teachers began to ask how and when they could apply.

#### Administrators

Initial meetings and discussions moved administrator opinion from skeptical to enthusiastic. They shaped the plan and considered revisions from stakeholder groups. Support was demonstrated when their enthusiasm with staff resulted in over 50% of teachers showing interest in the positions. Commitment was shown by designing an interview process for implementation on April 1, 2014.

#### Stakeholder groups

Parents on the TLC team influenced the administrators to proceed. Administrators then discussed the idea with parent committees, the PTO organization, and community members in the School Improvement Advisory Council. Articles in the school newsletter educated the general public. Community members on the School Improvement Advisory Committee were educated and surveyed for support. All expressed optimism the plan would help more students grow at expected levels.



## Part 2 – Connecting State and Local Vision and Goals

### Clay Central-Everly

#### District & Building Goals:

1. Individual students will show an improvement in reading, math, and science.
2. Students will use technology to increase achievement in content areas.
3. Students will experience a climate of respect and success in school.
4. Teachers will implement the Common Core Curriculum.
5. All students will improve their writing mechanics. (MS/HS)

These goals are based on a number of data sources.

- Iowa Assessment - (1-11)
- ACT - (11-12)
- DIBELS Next Reading Assessment - (K-1)
- Collaborating for Iowa's Kids (C4K) - (PK-6)
- Indicators of Individual Growth and Development for Infants and Toddlers (IGDI's) - (Preschool)
- Formative Assessment System for Teachers (FAST) - (K-6)
- Reading assessments - (K-6)
- End-of-course assessments are given in Algebra, Biology, Geometry, and Chemistry

Data trends indicate a need for increased emphasis on reading comprehension, science, and math at all grade levels. While the District Leadership Team (DLT) has been a driving force behind most initiatives and data analysis, they meet only once per month. Enhanced teacher leadership would allow for daily evaluation, communication, and guidance on initiatives as well as deeper data evaluation.

Being a small school district located in rural Northwest Iowa, we have some unique circumstances. Elementary grade levels are all one section which creates some level of isolation amongst grade level staff. Additionally, we have staff shared between two separate buildings which can create scheduling issues and barriers to collaboration. We have a predominantly veteran staff with 66% having 20 or more years of teaching experience. As these veteran



teachers begin to leave the workforce, our concern is that we will lose their wealth of knowledge. Thus, the need for more collaboration and a strong teacher leadership program. Many variables also contribute to our ability to recruit teachers. A small school district, rural communities, and specialized teaching areas combine to offer only a minimal applicant pool for new teaching positions. These factors can make it difficult to attract high quality educators.

In the last six years, five of our six new teachers have been retained. We credit our strong mentoring program which could be further developed by a formal program of leadership as connected to state and local district goals.

CC/E TLC plan aligns with the state *Theory of Action* in the following ways:

<i>State Theory of Action</i>	<i>CC/E TLC Plan</i>
"If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice;	In our district, the TLC plan is the only way that we can compensate excellent teachers beyond the master contract. As veteran staff retire, the need to recruit new, effective teachers will increase. The combination of an increased base salary along with a strong mentoring system will attract new, effective teachers to our district.
create the political will and understanding necessary to remake the status of the teaching profession;	Our TLC plan provides a defined process that empowers teachers to take on leadership roles in decision-making.
give highly effective teachers opportunities to grow, refine, and share their expertise;	Teachers will have concrete and continuous opportunities to collaborate with others in our district, AEA personnel, and other districts.
and develop a clear system with quality implementation,	Criteria and responsibilities of lead/model/mentor teachers will be clearly articulated through a set of job descriptions and encouraged through the post-evaluation/observation process.



then ... student learning will increase,	Iowa Assessment results will be analyzed one on one with the student and teacher. It is the district goal for each student to show one year growth in reading and math. Through student conferences, students are made aware of scores and set individual growth targets.
student outcomes will improve, and	Using Bloom's Taxonomy and Webb's Depth of Knowledge as a guiding force, rigor will increase, resulting in higher levels of creativity and problem solving.
students will be prepared to succeed in a globally competitive environment."	The number of students who will be college and career ready will increase. We plan to implement National College Readiness Certificate (NCRC) testing to determine a baseline and monitor progress in a shared format with teachers, students, and parents. STEM skills will be integrated into classroom lessons in order to prepare students for real world experiences.

### **Goal Setting Protocol**

By March 17, 2014, District will adopt teacher leadership system that addresses the vision established by stakeholders, teachers, and district administrators.

By September 1, 2014, District will provide competitive salaries to all identified teacher leaders.

By July 1, 2014, District will install new leadership roles and systems of support for teacher leaders using model number 3.

By July 1, 2014, the Curriculum and Professional Development Leader will facilitate and lead effective professional learning opportunities for teachers at Clay Central/Everly Community School following the Building Level PD Plan and the IPDM (for the 2014-15 school year).

By July 1, 2014, District will support 100% of teachers entering the profession by providing access to a mentoring and induction that has: mentor training, clearly defined mentor goals, formative and summative evaluation of the efficacy of mentor services, designated time for mentor-mentee collaboration, and learning experiences based on the IPDM and Iowa Teaching Standards.



Beginning July 1, 2014, enhanced career opportunities will be provided by filling 100% of the identified teacher leader roles, according to Model 3 and the District PLC plan.

## Wilton

In meshing our district's mission, vision, and goals with this teacher leadership plan, we started with our mission statement and goals:

**"The mission of the Wilton Community School District is to provide an education that encourages continual progress through the improvement of one's abilities, the expansion of one's interests and knowledge, and the growth of one's character."**

### **DISTRICT LONG RANGE GOALS:**

*Goal 1: All K-12 students will achieve at high levels in reading comprehension and be prepared for success beyond high school*

*Goal 2: All K-12 students will achieve at high levels in mathematics and be prepared for success beyond high school*

*Goal 3: All K-12 students will achieve at high levels in science and be prepared for success beyond high school*

*Goal 4: All K-12 students will use technology in developing proficiency in reading, mathematics, and science*

*Goal 5: All students will feel safe at and connected to school.*

Looking at the district's priority needs of student achievement, the elementary building is a SINA-1 building this year in reading and in mathematics. As this information was cross walked with our district long range goals 1 and 2, it became important to look at how teacher leadership would help to achieve these goals. As a result of SINA investigations, the root cause was found to be a lack of analyzing data to make instructional decisions; therefore, the elementary staff is currently undergoing professional development to implement a 6 step data team process to increase understanding of the relevance of data and its impact on learning. However, several teachers voiced needing assistance in finding research based instructional strategies to carry out and implementing the process with fidelity. With this need in mind, it was suggested by all groups that a TLC goal would be to have a literacy instructional coach in the elementary building. The literacy scores are lower than the math scores, and right now lower elementary teachers are attending trainings with Iowa Core math at the AEA, so it was concluded that leadership in literacy is a priority. In view of the ongoing work to implement



both ELA and Math Common Core Standards, it has become obvious that curriculum direction and assistance to implement and support the CCSS is a high need. The district currently has a curriculum director who is also the assistant Jr/Sr High Principal, so she is located and accessible in that building. However, there is a lack of availability to support the elementary teachers with understanding the standards and linking them to the curriculum; thus, a goal is to have a curriculum leader in the elementary building.

The Jr/Sr high level is in year one of our 1:1 initiative. Professional development has been overwhelming for many, although there is strong recognition that this is a positive opportunity. With this in mind, and with the district goal 4, it has been determined that a goal would be to add an instructional technology leader. Currently, there is one fulltime technology coordinator and part time assistant employed by the district, no educational technology person. Below you will see the goals that have been established in our technology plan and see the fit of our need with our goals for an instructional technology leader. It is envisioned that this leadership position will become a K-12 position in the near future as technology is increased at the elementary school. Additionally, model teachers will be available to assist teachers who need support.

### ***Technology Plan Goals***

- To integrate technology into all aspects of instruction in the curriculum
- To develop staff competency in technology
- To enhance student achievement
- To promote effective and efficient use of technology by students and staff

Our school district is fortunate in that a majority of the teachers have both many years of experience and higher degrees of learning. The planning committee believes that if we could have them in building leadership positions to assist colleagues, instruction would improve, and lead to increased student achievement. We are excited about the opportunity we will have to bring these teachers together for extra days to communicate about specific strengths and needs, intensively plan professional development, and establish purposeful goals, with a consistent focus on the data and curricular strategies! We embrace this shift from traditional, isolated teaching concepts to shared leadership with high levels of team discussion and decision-making. The principals in our district understand that instructional leadership is not effective all alone; it is accomplished with a vision shared by others. The voice and input of teacher leaders is essential to improve teaching and learning.

In addition to the above goals and vision, our district, similar to the intended goals of the Teacher Leadership and Compensation System, also would like to:



- Attract able, promising, new teachers and offer short- and long-term professional development and leadership opportunities
- Retain effective teachers by providing a dynamic career pathway
- Promote collaboration by developing consistent discretionary opportunities for teachers to learn from each other
- Reward professional growth and effective teaching by providing career opportunities that come with increased leadership responsibilities and involve increased compensation. We have 55 teachers, so we are planning to involve 13 in teacher leader roles next year. This would be an unbelievable opportunity for leadership growth for our district and for individual teachers!
- Promote opportunity for professional reflection of teaching practices, individually and collectively, which will strengthen instruction, and result in higher levels of student achievement

## West Marshall

At West Marshall, our vision is to prepare students today for the challenges of tomorrow. We work hard at making sure we have a rigorous curriculum that challenges students and aligns to the Iowa Core. Our focus is on the characteristics of effective instruction and ensuring all students get the skills necessary to be productive citizens. We also put a focus on our data teams. Staff members meet regularly in their curricular or grade alike PLC teams to discuss assessment data, curriculum alignment, intervention and enrichment ideas for students and effective teaching techniques and activities for the classroom. Some of this time is from scheduled collaboration times during the week and other time is provided during PD time.

Our vision directly aligns with the state's vision for the teacher leadership compensation program. The state wants to transform the teaching profession with greater support and more career opportunities for teachers. This will then create a system with quality implementation where student learning will increase, student outcomes will improve, and students will be prepared to succeed in a globally competitive environment.

In addition to a clear vision for the program, we also have clear goals that correlate with that of the state. Our number one goal is to make sure we focus on improving student achievement by strengthening our instruction. West Marshall has identified data teams that focus on reading, writing, and math. Each group studies data to determine what interventions or enrichment opportunities students should receive. The students are placed in small groups and served during identified IE time at elementary, intervention time at MS, and advisory time at the HS. These groups are data driven and targeted on specific skills from the Iowa Core.

We are also working on developing common formative assessments will tie in and help us improve our data collection and target areas for students. We are working on having common pre-tests and post-tests for all grades and all courses. We are also focusing on collecting data



as an administrative team from walk throughs, formal, and informal observations. This data is then sent to the superintendent. We look for patterns of behaviors and also create action plans for those staff members that need assistance.

The staff has also scored themselves on each of the characteristics of effective instruction during PD sessions. With that information, they are creating look for's that we will see on classroom visits. This will provide beneficial data for feedback to staff in the areas the data has shown the staff to target.

In our elementary, we then target student gaps in achievement through our instruction in our IE groups. IE groups are intervention and enrichment groups that occur 30 minutes a day targeted on essential skills from the Iowa Core. The elementary looks at data every two weeks based on the common formative assessments they have created. They give all students a pre-test at the beginning of the unit and set smart goals for what they want to achieve by the end of the unit. They then assess at the conclusion of the unit. Data is studied and students are grouped based on their results. All students are expected to reach proficiency on all core concepts taught.

We are currently trying to replicate this model of assessment, data collection, and action steps with our middle school and high school. We are rolling out the plan at the MS currently. At the high school, we will begin this process next year. The models may look a little different, but we are hoping the end results are the same. Our goal is to make sure all students are proficient at each grade level on all of the essential skills in all subject areas aligned to the Iowa Core. The TLC program will help give teachers the tools needed to keep advancing in their trade. Increased collaboration, peer growth opportunities, professional development, and leadership will help enable West Marshall staff to meet the vision and goals they have set for themselves.

Our second goal is to promote collaboration by developing and supporting opportunities for teachers in West Marshall and other school districts in the area. We are not only collaborating among West Marshall staff, but also pursuing opportunities to collaborate with the neighboring districts of East Marshall, GMG, and BCLUW. As a TLC team, we explored model two and model three before deciding upon the comparable model that we could make our own. Some of the things we are doing include peers observing peers. Each teacher can pick a classroom they want to observe and have another teacher or administrator cover their classroom for them while they observe. There are questions they answer from their observation in addition to making sure they meet before and after the observation to discuss the learning experience. These are our two main goals because our data shows we currently retain teachers and usually have quality candidates from which to pick for our open positions. We want to continue to keep these two areas as goals as well, but they are not as high of a focus.

Lastly, we always want to reward the professional growth of our staff by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation. This should continue to help retain great teachers at West and



Marshall and in the profession. Our TLC planning team is dedicated to the process and the progress of our district. We have involved staff and all of us are working together to help each other grow and all students achieve.



## Part 3 – Connecting to Other Work

### Gilmore City-Bradgate

The TLC plan will support and strengthen our district's key school improvement initiatives Multi-Tiered System of Supports (MTSS formerly known as RTI), strengthening core literacy instructional practices, Iowa Core Implementation and STEM (science, technology, engineering, mathematics).

- MTSS - Our TLC leader can help to implement strategies to improve our MTSS instruction time. It can help teachers to use assessment information to plan instruction during MTSS or any other instruction
- Literacy program - TLC can support our teachers giving them fresh ideas and suggestions to improve instructions. One of our goals is that all students read well, this teacher collaboration can help strengthen core instruction by all teachers; for example helping with comprehension or fluency strategies intended to help all kids no matter where they fall along the achievement spectrum.
- Iowa Core - Our lead teachers will be able to pinpoint individual instructions to implement the Core. After reviewing district wide data the lead teacher can meet with faculty members and discuss what changes can be initiated in co-teaching, co-planning and instruction to improve learning. Professional development/growth plans can be designed uniquely for each teacher to meet their current needs based on the lead teacher's work with each teacher
- Innovation and Creativity - We are immersing ourselves in the MakerSpace movement because we agree that students should make things, solve real-world problems, and being to experience the entrepreneurial spirit. The United States was founded on the principles of making things and is thriving today because of the value-added influence of our creative and innovative minds. We are going to challenge our students to reach for the stars and make sure every door is open to them after graduation.
- STEM - Help implement STEM in context of innovation and creativity and incorporate digital technologies as well as support and enhance our core instruction. Literacy will be involved in every STEM learning opportunity for our students to help engage them at high levels in high interest learning opportunities.



## Winfield-Mount Union

President Lincoln said “Whatever you are, be a good one,” which communicates the District’s vision of using the TL Plan to supplement and improve existing programs. The District has taken painstaking steps to assure the TL Plan supports all instructional initiatives, fosters sustainability, and strengthens the school and community climate, culture, and relationship-building.

First considerations reflect the vision, “Winfield-Mount Union Community School District strives to have a profoundly positive impact on each student’s adult quality of life brought about by students’ individual and collective educational experiences,” and it has been married to the development of a Multi-Tiered Support System (MTSS) within general education classrooms, including pull out, before school, after school, and summer additional supports.

WMU’s current MTSS is evident in numerous elementary classrooms, especially observed during guided reading lessons. Various student groupings have been noted: individual independent work settings, collaborative student partners, and selective student groups. The District TL Plan will expand the MTSS strategy in all PK-12 teaching environments.

The strength and valor of the TL Plan addresses and surpasses the State Standards for Progression in Reading, which also addresses the needs of all students across all content areas. The following teacher leadership positions will directly improve teaching and learning throughout the gamut of educational, social, emotional, and relationship building efforts:

1. Lead Teachers will provide overall guidance to the District in integrating new instructional theories and strategies. They will oversee all other leadership positions and participate in their evaluations.
2. Instructional Coaches will model new and best classroom practices (such as the MTSS strategy), monitoring and instructing other teachers in those practices.
3. Iowa Core / PD Coordinator will help align all District leadership positions and instructional practices with the Iowa Core and ensure proper professional development to implement those efforts.
4. Induction and Mentoring Committee will assure new teachers’ professional growth rate within our district’s initiatives is accelerated and Professional Learning Plans (PLPs) are purposeful and aligned.
5. PLC Data Coordinator will create a template for the documentation of Professional Learning Communities (PLC) meetings, create a cycle/calendar for delivery and assessment of common formative assessments, and train teachers how to utilize the formative data to provide instructional adjustment.



6. Systems Thinking Alignment Coordinator will coordinate PK-12 classroom activities, providing a “big picture” to everyone involved and ensuring instructional efforts properly overlap without unnecessary redundancy. They will also attempt to anticipate latent system function effects and potential dysfunctions and teach other teachers to do likewise.
7. Family and Community Coordinator will build strength within our teacher community in the area of integrating family and community-specific efforts to strengthen our academic endeavors.

Planning, resourcing, executing, and evaluating these efforts within Iowa Core implementation will feed into a continuous growth model and lead to instructional adaptations which will improve individual and collective learning. There is no doubt the teacher leadership positions will result in systemic and far reaching positive effects throughout the school and community by empowering the school with the ability to continue developing the District as a living and breathing biological organism, with the desire and ability to assess, adapt, and improvise teaching and learning as the truly living and breathing creature that it is. The fundamental component of the MTSS plan is to “plan, resource, deliver, and assess multi-tiered instruction in accordance with student needs identified through multiple, diverse, and frequent assessments.” The structure has been developed in such a manner that teacher leaders’ efforts will result in profoundly positive life outcomes within our adult learners and most importantly, within our students. Further, a progressive and rigorous assessment process fortifies the District’s continuous growth model as a living entity possessing the characteristics of an organism and beyond simply being a program or process found in a file but never used.

## Rock Valley

Rock Valley’s Teacher Leaders will be instructional specialists for instruction and curriculum. The Teacher Leaders will support and strengthen the priorities identified by the Rock Valley TLC Committee, SIAC, and School Board. **The priorities for the 2014-2015 school year are to have (1) Rock Valley teachers demonstrate implementation, alignment, and assessment of the Iowa Core, (2) to use data to guide instruction and professional development, and (3) to provide support and mentoring to new teachers.** The teacher leaders will greatly increase the district’s ability to fully implement the priorities of the Rock Valley Community School District.

### **(1) Implementation, Alignment, and Assessment of the Iowa Core**



- *Iowa Core:* The Teacher Leader team will strengthen the district's work with Iowa Core implementation by creating the alignment tools, actions plans, and pacing guides that will demonstrate full implementation of the Iowa Core. The Teacher Leader team will continue to use the ICAT (Iowa Curriculum Alignment Tool) and the district-created Iowa Core Google Documents, and will assist teachers in using these tools. The Teacher Leader team will work with teams of teachers by grade level and department to evaluate current assessments and to create new assessments that demonstrate student mastery of the Iowa Core Standards. **Without the support of a Teacher Leader team, it will be difficult for the district to assure that 100% of the teaching staff has met this priority.**
- *Authentic Intellectual Work (AIW):* **One of the Teacher Leaders will be identified to attend AIW leadership training and will serve as the district's local coach for AIW.** They will lead the district's AIW efforts, which started in the 2010 school year. Rock Valley teachers will continue to use the AIW framework to design lessons and units aligned to the Iowa Core. The AIW local coach will assist district teachers in implementing the AIW framework, which sets a standard for teaching academic subjects that maximize expectations of intellectual rigor for all students. AIW, most importantly, equips students to address the complex intellectual challenges of work, civic participation, and managing personal affairs in the contemporary world. The local AIW coach will assist in the development of a long-term plan which will sustain the AIW efforts in the Rock Valley Community School District.

## **(2) Use Data to Guide Instruction and Professional Development**

- *TIER and Curriculum Based Measurements:* **The Teacher Leader team will guide and support Iowa TIER (Tools for Innovation and Educational Results) implementation and curriculum-based measurements for the district.** The Teacher Leader team will support the district's efforts in RTI (Response to Intervention) through collaboration with teachers on FAST (Formative Assessment System for Teachers) data and curriculum-based measurement results that are all part of the Iowa TIER System. The Teacher Leader team will assist and train teachers in research-based instructional strategies and progress monitoring of students goals identified by the Student Assistance Team as part of the district's RTI process.
- *Data Teams:* The Rock Valley District has recently trained the Teacher Leadership Committee with data-driven decision making training. **The selected Lead Teachers will become the facilitators with the Teacher Leadership Committee to use data to make decisions that will benefit student achievement and identify needs for professional**



**development.** The data team will work with and train teachers to analyze, use, and evaluate data to make instructional decisions to improve student learning. Through this process, they will identify student achievement needs, set goals with the teachers according to data findings, and establish professional development needs for the district.

### **(3) Provide Support and Mentoring to New Teachers**

- *Mentoring and Induction:* The Teacher Leaders will be assigned as mentors to new staff to the district. They will attend all meetings within the district with a focus on mentoring, and also attend the statewide mentoring and induction meetings offered through our local AEA. Our current mentoring and induction program provides for four full days of mentoring and induction support to new teachers. **The additional funds provided by the Teacher Leadership Supplement will provide for eight full days of mentoring and induction support for new teachers in addition to the AEA meetings.**

The priorities mentioned above will greatly enhance, support, and strengthen our district. This funding will help us meet our mission and assist us in becoming the apotheosis of schools by providing all students the education to achieve their optimum potential as citizens of a global society.

## **Roland-Story**

### **Connections to Existing Improvement Structures, Processes, and Initiatives**

The Roland-Story Teacher Leadership Compensation (TLC) team will integrate teacher leaders into two existing initiatives and five improvement structures. The District Improvement Director (director), a position funded through general funds, will continue to guide others. New grant positions include a full-time **district learning coordinator** (coordinator), 3 full-time equivalent **learning coaches** (coach), and 15 **model teachers**.

### **Initiatives**

#### **Key Initiative 1: Complex Conversations**

The initiative that best helps the district move to a higher level of preparation for the 2016 site visit is the improved implementation of a strategy called “bundling” from work by Fred Newmann and Bruce King for their Authentic Intellectual Work (AIW). Bundles include a filmed lesson, its follow-up assessments, the student work it produced, and an analysis of its alignment to Iowa Core theory.



Research by Wendy Robinson (2014) says teacher leaders are most effective at changing teacher behavior to *improve student learning* when conversations reach the “strategic integration” and “focusing and adapting” levels. Because of this research, and the initiative’s affect on a deeper alignment to the Iowa Core, the TLC team chose to focus teacher leadership duties on organizing and scheduling work throughout the year.

*Connect, support, and strengthen*

The **coordinator** and **coaches** will create examples of bundles with model teachers. They will educate teachers on the process of implementation and model the process. Then all leaders will work together to help teachers create bundles for peer review. The coordinator will schedule all buildings so each teacher will have four bundles throughout the year. Leaders will participate in the small group reviews in order to model upper-level conversations.

### Key Initiative 2: Multi-Tiered Support Systems (MTSS)

All buildings use MTSS to move toward the district goal that all students should grow at or above expected levels on Iowa Assessments. Each building identifies students at risk, alters teaching strategies, and collects data on improvement. The elementary school implements the plan with the most fidelity, and the high school is just learning on year one.

*Connect, support, and strengthen*

**Learning coaches** will organize a more comprehensive collection of data on students who aren’t improving at expected levels. The team has chosen two sources to guide initial use of teacher leaders in the MTSS system. These include: *Teacher Leadership That Strengthens Professional Practice* by Charlotte Danielson and *Instructional Coaching A Partnership Approach* by Jim Knight. Using the philosophy in these books, teacher leaders may help teachers improve skills by working with teachers or with students. They will research best-practice skills and locate the best assessments, technology, and resources available. It will be the **coordinator’s** duty to schedule and organize this work.

### Structures

Five structures implement the processes of school improvement.

The School Improvement Advisory Council (SIAC), facilitated by the District Improvement Director, includes community members, students, and the superintendent. They review data on achievement, bullying, and school climate. They suggest goals for improvement to the school board.

*Connect, support, and strengthen*

One **model teacher** from each building will become a member of SIAC and will serve as a liaison between the school and community. Mentors will help the director with two jobs: review of the Iowa Youth Survey and implementation of the community school climate surveys.



The School Improvement Team (SIT), also facilitated by the director, includes teachers and administrators. It tracks district data, state initiatives, and sets local initiatives and goals for District Professional Development (DPD).

*Connect, support, and strengthen*

The **district learning coordinator** will now facilitate the SIT team. **Learning coaches** from each building will serve as members and will assist the coordinator with agendas, data organization, and research. After seven years of director leadership, this change will mean four people can better fulfill complex duties.

Building Level Teams (BLT), including a building's principal and SIT teachers, decide building goals and professional development.

*Connect, support, and strengthen*

The **learning coaches** will now organize the BLT meetings and spearhead a "just-in-time" building professional development model that changes with teacher needs. One teacher stated in the survey, "I want someone who has readily available knowledge to help us rather than waiting for staff development."

The Teacher Evaluation Team is handled exclusively by the principals who review every teacher's Individual Learning Plan and conduct all on-cycle evaluations.

*Connect, support, and strengthen*

Teachers who want will be allowed to work with the **coordinator** or **coach** on an intensive improvement plan during off years in order to receive more personalized help with strategies and resources. Principals will then have more time to work with on-cycle teachers.

The Teacher Induction System is handled exclusively by the principals who assign each new teacher a mentor. The two participate in area meetings. No school time is scheduled for observation, modeling, or reflection.

*Connect, support, and strengthen*

Learning coaches will now find a series of teacher leaders to pair with new teachers for scheduled observation and reflection times. The learning coordinator will organize monthly district meetings and an introduction to school initiatives before school starts.



## Part 4 – Improved Entry Into the Profession

### Edgewood-Colesburg

#### **Past Requirements for Mentoring in our District**

Currently, the school mentoring plan in the district isn't as structured as needed. It does not have timelines in place, nor the accountability built in each quarter for the mentee/mentor's expectations. The district has been fortunate to utilize highly effective people in our buildings, but needs a more valid and reliable system. The grant provides funding for time the mentor and mentee will collaborate, as well as compensates staff who step up to take on leadership responsibilities.

#### **Mentoring Philosophy**

Teaching is one of the few professions where those in entry-level positions have the same workload, must meet the same standards, and have very near to the same expectations as the veterans. Many times this happens with no more training than is received from their undergraduate work. This may be one reason that so many teachers are leaving the field. According to researchers, almost one-third of teachers leave the profession within the first three years and stress may be to blame for so many opting out of the profession so early. In order to try and stop some of this hemorrhaging, we need to have more supports in place for novice teachers.

A formal induction and mentoring program improves not only the practices of novice teachers but also the practices of the mentors. According to a research study on the mentoring programs, novice teachers felt more supported and were more reflective on their teaching practices. On the flip side, the mentors, through coaching the novice teachers, also became more reflective on their own practices and made necessary changes to their teaching techniques.

#### **NEW Requirements for Mentoring**

The district will inform eligible staff of the mentor vacancies. Within one week, interested persons should submit a letter of application to the principal. The building administrator will place (whenever possible) beginning teachers with mentors who serve in the same building. A mentor shall have no more than one beginning teacher assigned to him/her at a time, unless there are no other alternatives. The district has the right to reject any or all applications.

Teachers may go through an application and interview process with the building administrator. Those teachers considered shall have demonstrated the following:



- A minimum of four years of exemplary classroom teaching
- Evidence of commitment to students' academic success
- A commitment to teaching excellence
- Strong interpersonal and communication skills
- The ability to work with adults
- Effective coaching skills and scheduling flexibility
- A positive role model
- Practices the Iowa Teaching Standards

### **Timeline for Duties: Year 1**

#### **Summer:**

- Make initial contact with mentee.
- Be available (through email or phone) to answer any questions they may have before arriving.

#### **Quarter 1:**

- All mentors, mentees, and administration will meet for one full day prior to the first contract day.
- Be with mentee during all staff meetings and debrief after each.
- Help prepare them for the first week with students.
- During the first two weeks of school, the mentor will have daily, informal contact with the mentee.
- One formal meeting will take place each week lasting 45-60 minutes each (before/after school, or during common prep). Administration will work with both teachers to find time during contract hours.
- Mentor and mentee must attend a school board meeting together.
- Mentor will observe mentee followed by a post-observation meeting using template provided by district.
- Mentee will observe mentor followed by a post-observation meeting. Coverage for these observations will be provided by the administration.
- Mentor and mentee must keep logs to document contact during the year.

#### **Quarter 2:**

- Repeat requirements (formal meeting, observations, post-observation meetings, logs)

#### **Quarter 3:**



- Repeat requirements (formal meeting, observations, post-observation meetings, logs)
- Guide mentee on development of professional teaching portfolio.

#### **Quarter 4:**

- Repeat requirements (formal meeting, observations, post-observation meetings, logs)
- Continue mentee's work on professional teaching portfolio.
- Assist in end of year wrap-up including inventory and requisition forms.
- At the end of the first year, then again at the end of the second, the mentor and mentee will meet with the building principal to discuss the merits of the mentor program, as well as recommended changes.

**Year 2:** Repeat requirements (formal meeting, observations, post-observation meetings, logs). Additional duties include the completion of the professional teaching portfolio in March.

If additional years of mentoring are needed for a new teacher, the district would extend the mentoring requirement in house to ensure the proper support. Funding would offset the cost of a mentor needed for a third year teacher and beyond. The TLC funding would also help compensate teachers who plan and lead full day trainings to staff. Any subs brought into the building to cover for teachers who are planning PD, mentoring or following through on Lead Teacher requirements will also be covered with the TLC funds.

#### **East Union**

Our current mentoring and induction program is not as effective as we would like it to be. The training for teacher mentors is "off-site" and is offered to teachers from multiple districts at one time. These sessions are more "general" in nature and are rarely designed to address specific "on the job" issues that most new teachers face. We do assign a mentor teacher from our district to work with each new teacher for two years and mentor teachers are expected to attend training on how to assist most effectively. However, the lack of follow up for training and ongoing coaching for the mentors can cause this professional learning to also be less effective. This is problematic for new teachers and can cause our profession to lose quality educators.

Administrators make every attempt to be in classrooms as often as possible and provide feedback to the teaching staff, particularly for new teachers, as most new teachers want and require additional help and support. Mentor teachers also have little release time through the school day and the current stipend is \$1000, which scarcely compensates for the outside of contract time the mentor needs to give. Providing new teachers with the amount of



observation and feedback they need from both mentor and principal can be challenging. To provide optimal support, we must increase the amount of time and support given to educators new to the profession.

We also have bi-weekly collaboration time for every teacher. We utilize a facilitator teacher to lead and the group discusses a variety of instructional topics, such as curriculum design, formative and summative assessments, and student data. Principals make every attempt to also attend most of these sessions so they can learn areas and ways they, too, can provide the needed assistance to their staff. Yet, again, the many responsibilities that the group facilitators, who are full time, non-release teachers, and the principals have competes with time they can provide to help teachers new to the profession or for those teachers who need more professional growth assistance.

With the assistance of the teacher leadership from TAP, these people who are placed in these key leadership roles will be able to assist their colleagues and provide them with the supports they need to grow professionally. At the same time, administrators will continue to provide support- in partnership- to assist the district's new teachers and the TAP teacher leaders.

The TAP TLC System will address these support gaps. Recent studies (Biancarosa, et al; Saunderset, et al), have demonstrated that "job-embedded, sustained professional development" can significantly improve student achievement. It is not only the quality of the professional development itself, but also the conditions under which it is delivered, that cause the professional development to be effective. Therefore, it is essential that there is sufficient infrastructure in place to support this learning, which will come from the teacher leaders and the principal.

Master and mentor teachers will regularly visit teachers' classrooms to provide highly intensive and personalized coaching that can take a wide variety of forms, from teaching demonstration lessons to modeling specific instructional strategies or skills to team teaching. Master or mentor teachers will visit classrooms to coach new teachers on an instructional strategy after introducing it during a cluster group meeting. Model teachers will make their classrooms available for new teachers to observe and learn skills. Coaching can take place outside the classroom, as well. Mentor or master teachers can meet with new teachers to brainstorm, troubleshoot, collaborate on lesson planning, review student work, provide feedback on teachers' plans and ideas, or to review and discuss how a the results of a lesson.

TAP intentionally aligns systems for recruiting, promoting, supporting, evaluating and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers. When we select highly qualified and skilled professionals to be teacher leaders and



they have the training they need to share more knowledge and to learn how to coach their colleagues, we will be able to provide our new teachers with the support they need to be more competent and to gain new knowledge and confidence in their teaching.

## Durant

Currently, data analysis suggests the district needs a more formalized mentoring program. Not all active mentors in the current program have been properly trained. Mentors will need increased training. Not all mentors are meeting on a frequent basis with the mentees. The overall process for the mentor program needs modernized and the program and district goals need aligned. Mentors need training on coaching and observation techniques and intensive and frequent up-to-date training on mentorship needs to be a continual occurrence. There is a need for time: time for initial meeting with each mentee. There also needs to be time for collaboration with the lead mentor and mentees during the year. Overall, the district wants to implement a mentoring program with fidelity.

The new program will consist of increased orientation to the district for new staff. Current staff development initiatives will be overviewed with the new staff, giving them a “year in review”. They will be paired with highly trained and qualified mentors and have frequent consultation with the mentors on the district policies and procedures. They will have access to a curriculum advisor and be able to observe multiple teachers in the district demonstrating effective teaching practices. Data, both formal and informal, will be collected to ensure accountability with this mentoring program.

In an effort to improve entry into the teaching profession and retain new teachers, the newly created positions will assist the mentoring program in the following ways:

Director of Instruction and Innovation	Instructional Coach	Instructional Facilitator (9 positions: 4 PK-6, 4 7-12, 1 PK-12 Technology)
-Theoretical expert -New staff in-service	-Effective teaching strategies model (through co-teaching)	-New staff in-service -Mentee assignment



-Lead mentor (they will evaluate mentors)	-New staff in-service	-Observable classroom
-Curriculum/Common Core advisor	-Collaborative planning	-Observation of new staff
-Professional development workshops	-Observations (post-meetings/reflection)	-Weekly meetings with mentee
	-Professional development workshops	-Monthly meetings with Instructional Coach and Director of Instruction and Innovation

Opportunities provided through this initiative that will enhance mentoring and induction efforts in our district may include:

- Evaluator III training for the Director of Innovation and Instruction and Instructional Coach
- Instructional Coach training
- Core Curriculum training workshops
- Formal mentor training
- Leadership workshops
- SAI attendance for the Director of Innovation and Instruction
- CSIN at local AEA for the Director of Innovation and Instruction
- Extra Contract Days for training new staff (15 for Director of Innovation and Instruction; 10 for the Instructional Coach; 7 for Instructional Technology Facilitator, 5 for Instructional Facilitator)
- Attend current initiative workshops offered by our local AEA and the Iowa Department of Education



## Van Meter

Because Van Meter Schools is growing in the number of students served, hiring new staff is a continual consideration. Our proximity to larger metro schools also lures teachers from our district because they can often have fewer preps. Our TLC plan includes the strengthening of a mentor teacher position to support any new teacher to our district; and as described in other components of this plan, it makes our collaborative school culture enticing to teachers who want to see the impact of their work through a personalized learning environment.

Beginning teachers at Van Meter already make over \$33,500, so the funds generated from our plan will be used to support professional learning, hire staff to fill the instructional time gaps created by teachers moving to new leadership positions outlined in this plan, and to fund the stipends of our newly created leadership positions. The money we receive will greatly enhance the opportunities available for teachers in our district.

### **What we Have Now**

Currently we partner with another district, Dallas Center-Grimes, to provide the majority of the explicit mentoring and induction program for teachers new to the profession through “Instruction for All” class. The strengths of this approach include sharing ideas with people outside the district, receiving quality instruction around issues facing new teachers, and accessing a broader network of colleagues for ideas and support. Though the current framework used for mentoring is sufficient in many ways, the outside mentor training alone does not meet all of the needs of new teachers to our district. A natural limitation of using an outside district to provide programming includes lack of opportunities to understand district-specific initiatives. Finding time for our mentors to support our mentees is a challenge as well. With our current system, we do not have a formal support system for experienced teachers new to our district. Though the current instructional strategists may check in more frequently with those new teachers, no formal process of induction for new staff has been established. With the TLC plan we are proposing, we believe we will develop a highly effective mentoring program for ALL new teachers in our district.

### **Supporting All Teachers New to our District**

Providing support for new teachers to our district is critical not only to individual teacher development, but also to our progress as a district. The varied roles in the TLC plan all play a part in supporting new teachers at Van Meter. In addition to the direct connection with a mentor, new teachers will have the support of instructional strategists who will provide assistance through modeling instruction and data driven conversations, for example. During Instructional Leadership Team (ILT) meetings, leaders will collaborate around the various levels of supports these new teachers receive and may need. The PD Coordinator role added in this



TLC Plan will also be responsible for providing learning opportunities for mentees to attend with their mentor.

Mentees will have the following supports:

- Teach 75% of the time
- Scheduled time for collaboration with mentor (mentors will also teach 75% of the time)
- Regular observation of teachers modeling effective instructional practices
- Daily extended preparation time
- Regular reflective conversations with mentor
- Opportunity to continue mentor support beyond two years if needed

We will continue to use the “Instruction for All” training outside our district as one layer of support for teachers new to the profession. While we have also supplied new teachers a mentor in the past and will continue to do so, teachers new to the profession will not teach a full class load at Van Meter. They will be able to use the time in which they are not providing direct instruction to observe other teachers teaching, collaborate with their mentor and peers, and reflect on and plan for instruction.

### **Being Innovative Means More Personalized Approaches**

Van Meter’s work with MTSS, 1:1 technology access and standards based grading are often areas to which even experienced teachers have had little exposure. The additional mentor teacher role will help teachers new to our district learn about instructional practices our district implements as we continually strive to personalize education for our students. New teachers in our district will be assigned a mentor for two years (or as needed) to support their growth and development in our schools. This additional layer of support for our new staff will provide regular opportunities for collaboration centered on district initiatives and instructional practices. Along with the supports of other teacher leader positions including instructional strategists and PLC leaders, new staff members at Van Meter will have multiple levels of support personalized to meet their individual needs. These improvements to our current mentoring system will not only improve instruction and student learning, it will improve entry into the profession and help Van Meter Schools retain quality teachers.



## Hudson

Current Mentoring and Induction Program: The Hudson Community School District is fortunate to have a very low attrition rate. During a typical year, the District can expect to have one or two initial teachers participating in the mentoring and induction program. Our current model utilizes mentor teachers that are selected by the building principal and are typically teachers who either teach at the same grade level or teach in the same content area. The approach is through a collaborative relationship with the Area Education Agency where the mentor and mentee participate in a series of classes over two years that include research-based strategies for best practice, learning through reflective practice, professional conversations about teaching, parental involvement, learning styles of students, time management, ethics, classroom management, differentiated instruction, and analyzing student achievement data. We have, however, identified a gap in the current mentoring program. Currently, we have an insufficient number of trained mentors and these mentors attend training alongside their assigned mentee. We propose to select several faculty to undergo AEA 267 mentor training in advance of hiring new teachers, so that there is a pool of qualified mentors to select from.

Additionally, all of our new teachers have a contract that is one day longer than the rest of the teaching faculty. This extra day is used at the beginning of the school year and has primarily been an orientation meeting where the building principal uses it to discuss procedures and provide ancillary information to the new hires. The extra day has been used as an informal meeting and could be strengthened. While our process is informal and we have a low turnover rate, we do propose improvements in the process.

Residency Year: During the first year, initial teachers will be considered resident teachers. During this residency year, the contract of the new teacher will be extended five days. During two days of this five day extension, resident teachers will have the opportunity to develop deep relationships with their assigned mentor. The residency year will be designed to not only immerse the new teacher in practice, but afford them the opportunity to observe best practice. The resident teacher will be provided a minimum of four additional release time days during the course of the school year. The purpose of these days will be to collaborate and learn from their mentor teacher through a blend of observation, co-teaching, and modeling. In addition, the resident teacher will have access to other model teachers and instructional coaches during their release time.

Improved Mentoring and Induction Program: The district will help develop the capacity and confidence of new teachers by enriching the new teacher's knowledge about teaching and learning. The mentor teachers will help minimize the transition to the Hudson School District, help prevent isolation, provide the new teachers with tools for reflective practice in non-judgmental ways. Fresh knowledge from incoming teachers should be accepted and mined!



These duties must be carried out by someone who is approachable, encouraging and an effective communicator with all stakeholders. Therefore, a deliberate process should be established to ensure that those serving in mentor teacher roles is deliberate. It is important that the mentor help the new teacher take risks, create a balance between their professional and personal life, maintain confidentiality, and have an open-door policy that welcomes observations.

Current practice has had the district essentially contracting the work of developing the mentor/mentee relationship to the Area Education System. The district then assigns the mentors after the start of the school year--largely by default due to the few number of mentor teachers. Under our improved system, we propose a deliberate approach of assigning and selecting the mentor in advance of the school year and adding an additional two days to the contract of the mentor teacher, and an additional five days to the contract of the resident teacher.

Further, we propose to utilize this funding to strengthen the induction process by not only including work with the building and district administrators on routine matters of business, but providing opportunities to engage with their mentor on the following:

- Current district initiatives including PLC work, connected learning (1 to 1), MTSS.
- Curriculum, instruction, and assessment processes in the district.
- Development of common formative assessments.
- Critical teaching and learning policies specific to the Hudson Community School District.

We propose a blended workshop format where mentor teachers and resident teachers have an opportunity to work and learn together in the preparation of the teacher for their new career. As a culmination, a recommended work product may include a plan and timeline of when the new teacher attains the appropriate professional development as it relates to current district wide initiatives.

We further propose scheduled release time during the school year where mentors and resident teachers are encouraged to collaborate together. This additional release time is proposed in addition to continued participation in the collaborative relationship with the Area Education Agency.

University Connection: Our district has also been invited to participate in the University of Northern Iowa's grant application to participate in the year long student teaching pilot. We see this as a unique opportunity to further expand and improve our ability to attract and retain teachers to the profession. By partnering with the University of Northern Iowa, it will give the District access to additional training for those selected as mentor teachers in the pilot program.



## Central Decatur

A quick analysis of the current induction and mentoring program reflected our overall approach to professional development. Teachers new to the profession and district weren't fully supported and were isolated. Conversations were fragmented and not necessarily tied to individual teacher or classroom need. Teacher success was more likely in spite of us, not because of us.

Our work with the TAP system has renewed our focus on supporting all teachers and thus, more fully supporting new teachers to the profession and district. The structure of the TAP System combines collaborative teams and classroom coaching to maximize the potential impact of both strategies in improving the skills of teachers in the classroom.

In traditional models of professional development educators are likely to attend a session provided away from their school site with content delivered by external presenters. In this traditional model there is rarely follow-up provided with teachers in order to ensure that they have adequately applied the new information to their classroom instruction, or are being supported in their new professional learning. In contrast, the experts leading the professional development in TAP schools are working in the same facility and with the same students as the teachers that they are supporting.

This structure allows us to ensure all teachers are receiving the support necessary to improve their instruction and increase student achievement. By including mentors who are provided release time, the TAP model ensures that all teachers have the opportunity to be mentored. Time is not only available for coaching mentees and classroom observations. Master teacher release time is available for demonstration or model lessons, evaluation, observation of teachers, team teaching and planning cluster meetings.

This model is more supportive of the role of the principal, emphasizing the need for their continued leadership, but also developing and engaging teacher leadership capacity to continue the conversation as the principal attends to the other duties of their position.

## North Cedar

The North Cedar TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers in a variety of ways. Below is an analysis of the effectiveness of our current induction and mentoring program along with a detailed description with areas of improvement and how North Cedar's TLC plan will address these gaps.

### **Analysis of the effectiveness of the current induction and mentoring program**



Currently our mentoring and induction framework looks different throughout the district. The district recommends that the mentors meet with mentees monthly to discuss and reflect on their teaching practices. The district currently does not provide time for mentors or mentees to observe each other's classrooms for observation.

### **Areas of improvement needed in the current program**

Upon analyzing our current practice, North Cedar feels it is vital to provide a structured framework along with coaching and observation time.

### **Analysis how your TLC plan will address these gaps**

North Cedar believes the support for beginning teachers as they embark in their professional journey is crucial. Model teachers can shape the professional growth of their colleagues, the culture of schools, and the practice of a new generation of teachers. North Cedar strives to support effective induction and encourage best practice in supporting professional growth from pre-service throughout a teacher's career.

A model teachers offers the opportunity to create professional learning environments guided by norms of collaboration, high expectation, equity, ongoing inquiry, and reflection. At North Cedar, our model teachers challenge the status quo by advocating for new ways to introduce beginning teachers to the profession and provide professional development that supports beginning teacher growth.

North Cedar's model teachers follow a Teacher Induction Framework that includes mentoring tools and protocols designed to assist model teachers in the support of their beginning teachers to be the successful, quality teachers they want to be.

	Framework	Description
1	An Introduction to Instructional Mentoring	To support model teachers in responding to each new teacher's development and contextual needs and promote the ongoing examination of instructional practice.
2	Setting Professional Goals	To deepen model teachers' understanding of the role of formative assessment through establishing focused goals based on student standards and professional teacher standards.
3	Coaching and Observation Strategies	To assist model teachers in collection and sharing observation data aligned with professional teaching standards to help new teachers improve their practice.



4	Analysis of Student Work	To provide model teachers with tools and strategies to help beginning teachers identify student needs, plan for differentiated instruction, and ensure equitable learning outcomes.
---	--------------------------	---

## Analysis of Student Work

Model teachers and beginning teachers work collaboratively to examine the work of students in new teachers' classrooms to discover student learning needs and determine how best to address them. Model teachers use their experience and expertise to help the beginning teacher select appropriate student work, establish criteria for assessment, and sort and analyze the work to identify learning needs. Together, they identify patterns that become apparent from this analysis and reflect on implications for the teacher's practice.

The *Analysis of Student Work* focuses on the following topics

- Support new teachers in understanding and addressing the diverse learning needs of their students
- Explore a rationale for analyzing student work to guide instruction
- Become familiar with a process and protocol for examining student data
- Learn a scaffold for differentiating instruction
- Plan lessons
- Build communication skills with parents

## Coaching and Observation Strategies

Research has shown that beginning teachers, for the most part, want to have someone observe them teach. One goal of our model teacher process is to instill professional norms where teachers welcome another set of eyes in the classroom and are comfortable with the observation data collected by a model teacher, coach, or another colleague. These observation data can become invaluable stimuli for teacher learning and development. Our *Coaching and Observation Strategies*, supports the model teacher in conducting classroom observations by offering step-by-step process using a number of tools and protocols, along with suggestions for engaging in meaningful conversation about data.

The *Coaching and Observation Strategies* focuses on the following topics

- Review the coaching cycle
- Learn the planning and reflecting conversation protocol
- Use professional teaching standards to guide data collection



- Develop skills in collecting and analyzing data
- Learn to use observation tools
- Give strategic feedback using language of support

We invite model teachers to experiment with their beginning teachers as they engage in these collaborative processes. We encourage model teachers to invite new teachers to be curious, to hold high expectations for themselves and the beginning teachers, and to embrace these professional dialogues as opportunities to question, to learn, and to grow.



## Part 5 – Teacher Leader Roles

### Andrew

Our district will develop five new positions to create multiple, meaningful, and differentiated teacher leadership roles. These positions include curriculum leader, professional development coach, mentor teacher, model teacher, and data coach. These positions will collaborate to create our district teacher leadership team, which includes administration, while engaging in their own individual leadership responsibilities. The district teacher leadership team will provide engaging professional development as well as support that will lead to increased student achievement. Each of these roles were created based on our district data, stakeholder input, and the identified need for improvement.

Our **curriculum leader** will develop and support curriculum implementation for the Iowa Core Curriculum. This person will direct and coordinate the planning and implementation of the building's professional development in conjunction with the teacher leadership roles. The curriculum leader will work with all teacher leaders to plan, implement and provide professional development for staff through the use of the Iowa Professional Development Model. This position will focus primarily on reading and social studies and will work in conjunction with the professional development coach to support his or her responsibilities with math and science. The curriculum leader will also work with the building principal to organize, plan, and implement the district professional development funding to help support the PD efforts of the teacher leadership team. It is essential that the curriculum leader be involved in utilizing these funds as they will be used for teachers to help strengthen instructional practices and provide resources for support. The curriculum leader will have 20 additional contract days to achieve a proper implementation of curriculum development.

Our **professional development coach** (PD coach) will assist in planning, providing, and assessing professional development for staff. This person will be largely responsible for supporting and ensuring that professional development is being implemented in classrooms with fidelity. They will measure implementation of professional development to help the district teacher leadership team plan and provide future support for staff. The PD coach will focus on providing support to staff in the areas of math and science. This person will be responsible for the communication of professional development opportunities to staff. These opportunities could include trainings offered through the AEA, courses offered by colleges, webinar trainings, and various local and state conferences. The professional development coach will have 15 extra contract days to work in conjunction with the teacher leadership team to provide an effective plan for professional development.



The **mentor teacher** will support and help new teachers as they work towards their standard license. The mentor teacher will demonstrate a high skill set in the Iowa teaching standards and have the ability to coach and assist new teachers. This person will promote new teachers autonomy and uniqueness by building a trustworthy relationship. They will help to clarify goals and areas of growth and will provide constructive feedback on teaching practices. The mentor teacher will coordinate opportunities for new staff to observe and collaborate with a teacher in their content area. Due to our school size, our mentor teacher will also be responsible for the coordination of finding highly effective teachers for mentees to observe in other districts. This person will focus on improving weaknesses of the current mentoring program by building opportunities for professional development. The mentor teacher will work closely with the model teacher to set up observation and reflection opportunities for new teachers in the district. The mentor teacher will be given 10 extra contract days to collaborate with the district teacher leadership team and new staff to plan a full year's activities for the development of the new teacher(s) in the district. With the mentor teacher part of this team, they can work closely with the curriculum lead, PD coach, and data coach to ensure that new teachers are supported with these functions during the first two years of employment.

The **model teacher** will be a teacher who has demonstrated past success in being able to learn and implement new strategies and methods in their classroom and has demonstrated best practice in differentiation in small and large group instruction. This teacher will allow teachers to observe classroom activities and teaching strategies. The model teacher will provide opportunities for new and veteran teachers to observe, collaborate, and reflect on best practices in the classroom. They will implement and provide professional development for staff as needed. The model teacher will have ten extra contract days to collaborate with the district teacher leadership team. The model teacher will work in conjunction with the mentor teacher to ensure opportunities for observation and reflection are happening at least once per month. This person will also work in conjunction with the district teacher leadership team to plan, implement and provide professional development for staff.

The **data coach** will be responsible for interpreting data and collaborating with staff. Examples of data to be interpreted include, NWEA MAP, DIBELS, Iowa Assessments, and other assessments. This individual will help all staff create goals regarding classroom data and monitor and communicate progress on goals throughout the year. This person will be providing support in the writing of and following through with multi tiered support systems. They will communicate with building administration regarding the progress of classroom interventions and provide data. This position will implement and provide professional development for interpreting data and following through with multi tiered system of support plans. The data coach will have 15 extra contract days to collaborate with the district teacher leadership team



and create an effective plan for data interpretation. The data coach will also receive 0.125 FTE for additional time during the day to work with teachers on data interpretation.

Our district teacher leadership team will create a coherent instructional improvement strategy that will strengthen instruction and improve student achievement and student learning by collaborating with each other. Each member of the district teacher leadership team will have an allotted number of extended contract days. Throughout the year, the district teacher leadership team will meet (up to ten days) to participate and develop a plan to create and strengthen coherent instructional practices. The team will also meet on a monthly basis during the school year to collaborate and discuss their progress on set building and district goals. This monthly meeting will include reviewing school goals, current progress based on data collected, and the need for current support. This team will be responsible for the development, implementation, and evaluation of ongoing professional development throughout the school year. The curriculum leader and the PD coach will be responsible for the development of professional development for staff. All members of the district teacher leadership team will be responsible for the implementation of professional development. Professional development will be led by the team member who has the most expertise in that specific area. Following professional development, the PD Coach will evaluate how the professional development is being implemented in classrooms. Based on this evaluation, the PD Coach will determine what adjustments need to be made and make recommendations to the teacher leadership team. The data coach will continuously be measuring student data and assist teachers in the creation of a multi tiered system of support. Each member of the district teacher leadership team will have a stipend of \$1,000 available to them for their own professional development. This will allow them to gain expertise in needed areas for strengthening instruction and guide best practice with the staff.

The district teacher leadership team will use the Iowa Professional Development Model to provide a structure for professional development that is focused and collaborative. Our data coach will have primary responsibility in the collection of our student data and making it available to our teacher leadership team and the entire staff. The data coach will lead us through analyzing our data so our teacher leadership team can collectively view strengths and weaknesses in our student achievement. The curriculum leader and building principal will co-lead to set goals. Through co-leading this component, we are wanting to model a cohesiveness between the teacher leaders and administration in an effort to improve student achievement. With our proposed teacher leadership structure, our curriculum leader would specialize in reading and social studies content while our PD coach would focus on math and science content. This specialization will provide great benefit to our teacher leadership team in selecting content to meet our student achievement goals within our professional development model. The teacher leadership team will collaborate with administration to create a schedule



for professional development that will allow enough time for learning, follow up learning opportunities, various delivery models, and multiple opportunities for practice. The PD coach will specialize in working with staff beyond training days to help them with implementation of new skills in the classroom. The teacher leadership team, in conjunction with administration, will engage in a full program evaluation after the conclusion of each year. This evaluation will review the past year's implementation of professional development, current year student achievement data, trends and progress in data, and current context of the district. This will be a continuous process to help make decisions about future trainings. The district leadership team will work closely with administration to determine the need for support, adjustments in learning opportunities, and additional professional development.

The five members of the teacher leadership team will work together to facilitate awareness of and to create a structure of support. Team members will work as collaborators with classroom teachers to support student learning. They will focus on individual professional growth plans and group professional development that will expand and refine the understanding of effective instruction. They will provide personalized support that is based on the goals and identified needs of individual teachers.

## Springville

When analyzing the needs of our school district with the vision and goals as a priority, our team determined the creation of an instructional coach, lead teachers, and model teachers would best impact our student achievement. These roles would work as a cohesive team, along with administrators and certified teaching staff, in many different capacities. Each role holds separate responsibilities and expectations, always systemically focused on student and teacher improvement.

The instructional coach will be selected from our current teaching staff to serve the needs of our district with a K-12 certified enrollment of 373 students. This individual will be placed after a rigorous selection process at the end of this school year. S/he will meet the requirements of a career teacher, have taught for at least three years, and have two years of experience in our district. In this role, the instructional coach will meet with classroom teachers on a regular basis to strengthen their instruction, collaborate, and support in many different ways. Time will be available for this individual to research best practice based on teacher/student needs as well as time to collaborate with administration to plan professional development. Our instructional coach will support every teacher in improving their instruction by modeling, co-teaching, problem solving, and using student data to drive instruction and assess efficacy. The



instructional coach will have to build positive, respectful, and trustworthy relationships with all stakeholders to ensure effective communication and collaboration.

Prior to the start of school, the instructional coach will meet with district administration, GWAEA personnel and other teacher leaders to set priorities, review goals, and plan for future initiatives. During this time, s/he will begin professional development opportunities to strengthen their knowledge base and learn how to best coach others. At the beginning of the school year, the instructional coach will meet with each teacher to discuss their professional career development plan and create an action plan for support. Additionally, the instructional coach will support teachers with the implementation of RtI and planning for differentiated learning.

The instructional coach will spend 70% of their time directly supporting teacher and student learning in the form of observing, modeling, co-teaching, and reflecting. S/he will be available to meet with teachers during instruction and planning time to improve learning. Additionally, the instructional coach will use 30% of his/her time to engage in leadership activities such as, collaborating with administrators to plan professional development, researching best practices, and compiling materials/resources to enhance learning.

We will utilize five lead teachers, two at the elementary and three at the secondary, to engage in professional development planning and implementation. These individuals will be selected from our current teaching staff after a rigorous interview process. S/he will meet the requirements of a career teacher, have taught for at least three years, and have at least one year of experience in our district. This person must demonstrate a willingness to share resources, materials, and expertise along with strong communication skills. They must have demonstrated success as a creative problem solver, a reliable team member, and has knowledge of grade level curriculum, assessment, and instruction. The lead teachers are responsible for guiding the work of the PLCs and ensuring coordination with district goals and vision. The lead teachers will conduct effective data-based inquiry, guide colleagues to make research-based instructional decisions, support effective instructional practice, and cultivate a professional culture of shared ownership for student success. Additionally, these individuals will be a part of the District Improvement Team (DIT) which meets quarterly to plan, administer, and evaluate professional development for the entire district. Lead teachers will continue to provide 100% of the instruction in their classrooms as well as attending DIT meetings, leading PLC sessions, piloting new initiatives, and collaborating with administration and the instructional coach.

In addition to the instructional coach and lead teachers, we will complete our leadership team with three model teachers, making a total of 25% of our teaching staff in leadership positions. S/he will meet the requirements of a career teacher, having taught for at least three



years with at least one year of experience in our district. This person must demonstrate a willingness to share resources, materials, and expertise along with strong communication skills. They must have demonstrated success as a creative problem solver and a reliable team member who is knowledgeable on grade level curriculum, assessment, and instruction. Model teachers will continue to provide 100% of the instruction in their classrooms as well as allowing others to observe their instruction and take part in reflective collaboration. During their three additional contract days, they will engage in joint goal setting and initiative planning with the leadership team members.

Springville CSD's initiatives include the GWAEA Induction Consortium (i3), Professional Learning Communities, and the District Improvement Team. The i3 supports our new teachers (year 1 and 2) with an out of district full-release mentor. An instructional coach, lead teachers, and model teachers will provide support to all educators including those new to the profession. Our PLCs collaborate weekly during an early-release on Wednesdays to discuss student achievement and best teaching practices. Increased teacher leadership will provide opportunities for more specific, targeted support. The DIT collaborates to plan professional development and discuss student achievement in relation to our district's goals. Teacher leaders would actively participate on this team to plan differentiated and meaningful professional development to improve student achievement through effective classroom instruction.

PLCs meet weekly to strengthen teaching practices and focus on student achievement. 100% of teachers participate in one of five grade span or content area learning communities. Currently these PLCs are facilitated by district administration. With implementation of our TLC model, these communities will be supported by lead teachers. The instructional coach (as part of this model), lead teachers, and building administrators will take data from PLC sessions to structure PD based on need.

A team of teachers currently attends the Leadership for Continuous Improvement seminars through GWAEA and are working on a plan of action to implement RtI. As we begin implementation with fidelity, we are learning our resources are limited as a result of our small teaching staff and limited outside support. An instructional coach will attend professional workshops, research best practices, and support teachers with implementation of research-based strategies. Model and lead teachers will provide support and be leaders of change during RtI implementation and restructuring. Teachers will have identified, knowledgeable, and trained colleagues with which to team, collaborate, and reflect.

As our district began to develop our RtI plan of action, it became apparent a good starting point was to analyze our core instruction. We learned fewer than 80% of our students are proficient in reading with current core instruction. To strengthen the current level of instruction and



ensure that we reach 80% of our students with Tier 1 content, we are adopting a new reading series and working to establish more consistency between grades for the 2014-2015 school year. Our teacher leaders and instructional coach will work with the curriculum director and building principals to develop a framework and begin implementation of the new reading series with rigor and fidelity. Classroom teachers will collaborate and improve instruction with expertise from the instructional coach and teacher leaders. Model teachers will open the opportunity for colleagues to observe and reflect upon the new series and its effect on core instruction. Lead teachers will help support peers to analyze student performance and create plans to meet all students' needs. As we move forward with Tier II and Tier III implementation, our teacher leaders will be available to guide and coach.

To effectively support and coach new teachers, we are currently a part of the GWAEA i3 Mentoring grant program which supplies a mentor to work with first and second year teachers. The fully-released mentor is an experienced teacher that participated in a rigorous selection process with the Consortium and GWAEA to secure this current mentor role. The mentor and mentee meet on a consistent and frequent basis to reflect on teaching, analyze student performance and provide additional support the mentee desires or requires. While this program is proving to be effective for new teachers in the first two years, the support quickly drops off once they finish that second year. With the TLC grant, the instructional coach, lead teachers, and model teachers will provide a supportive and collaborative system for continued guidance.

Our district presently utilizes staff members at each building (Elementary and Secondary) to serve on DIT alongside administrators and GWAEA personnel. The goal of this team is to plan, administer, and evaluate K-12 PD. This team meets quarterly to develop an agenda and coordinate learning of our staff for full-day professional development. With TLC funds and new leadership roles, the DIT will be comprised of administration, instructional coach, lead teachers and GWAEA personnel. The DIT's focus would shift from planning full-day professional development to planning year-long opportunities for continued learning. An increase in contract days for the lead teacher and instructional coach would allow for collaborative planning as well as opportunities to strengthen his/her knowledge base. The instructional coach would have availability and resources to analyze district student achievement data to drive decision making for meaningful PD.

With the proposed plan for increased leadership roles within our district, we will be able to develop a cohesive, collaborative, and improved learning community. While each role has a set of individual responsibilities, they work as a unified team to target district vision, goals, and needs. TLC funds will help us implement our plan to improve the retention of teachers, create



opportunities for collaboration, and strengthen instruction through reflective teaching ultimately leading to increased student achievement.

## New London

We, at New London, have been thoughtful in our approach to choosing our roles. We already have the roles of the PLC leaders, mentors, and curriculum director in our district, but they are not reimbursed for the time they spend in these leadership positions. With this grant, we plan to expand those roles so that these people can be fully utilized to meet their maximum leadership potential. We also have also created two new roles that we have wanted for years: that of the instructional coach and the model teacher.

We plan to hire two **instructional coaches** in our district; one will be in our elementary school, and one will be in our middle/high school. This person will coach 75% of the day and will teach 25% of the day. In developing our role of the instructional coach, we relied heavily on the work of the Pennsylvania Institute for Instructional Coaching, who partnered with the Annenberg Foundation. According to their research, an instructional coach is someone who is experienced, highly accomplished, and well-respected, whose chief professional responsibility is to bring evidence-based practices into classrooms by working with teachers and other school leaders. In our district, we will focus our one-on-one support for teachers, coaches, and school leaders around our PLC/data team model and the instructional coaching process with the goals of increasing student engagement, improving student achievement, and building teacher capacity in schools.

We believe that instructional coaching involves two people: the classroom teacher and the coach. Coaches will work one-on-one and in small groups or professional learning communities with teachers; they will provide guidance, training, and other resources as needed. Together, they will focus on practical strategies for engaging students and improving their learning. Coaches also are responsible for providing or arranging high quality, job-embedded professional development activities for all teachers in a school or district. This professional development is ongoing, not a one-shot workshop. It is aligned to state standards, curriculum, and assessment. And its goal is twofold: improved instructional practice and improved student learning. In order to do this, the coach will attend the weekly professional development meetings with the professional learning communities. In the beginning of this process, the coaches will help teachers design common formative and summative assessments. Once these are completed, coaches will look at the classroom data teachers bring to the meetings and help them with research based instructional strategies that data shows students need. The coach



will also help differentiate instruction based on assessment data. The coach may also, at times, pull groups of students together to model strategies for classroom teachers.

The key to a successful coaching program is a trusting relationship between teachers and coaches, and training and support from administrators are vital as well. In our district, coaching will be confidential, non-evaluative, and supportive. Coaches work one-on-one and in small groups or PLCs with teachers on specific teaching strategies or problems, focusing on practical changes they can make in their classrooms. This ongoing one-on-one work is supplemented by other professional development activities, and the curriculum director, skilled mentors and model teachers will help support and extend the work of coaches. It will be critical that this person can create a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data so that they can find solutions to identified issues. These coaches will receive a stipend of \$10,000, and they will work an additional five contract days.

We plan to hire five **model teachers**. These model teachers will be in the classroom 100% of the time. There will be two in the elementary building, one with a focus in the lower elementary, and one with a focus in the upper elementary. We will have an additional two model teachers in the middle/high school: One will focus on math, and one on reading. The remaining model teacher will focus on technology usage and 21st Century skills in the classroom for both buildings. In our system the teacher who fulfills the role of the model teacher will be someone who works very closely with the instructional coach. This person will support the strategies the coach introduces. The model teacher must be trained in adult learning theory, and they must use that knowledge to contribute to a community of collective responsibility within our district. In promoting this collaborative culture among fellow teachers, administrators, and coaches, the model teacher ensures improvement in educator instruction and student learning. These educators will continuously acquire new knowledge and skills as they seek to improve their practice. This person in this role should have the ability to model research based strategies, have strong classroom management skills, and the ability to use data to make classroom decisions on a daily basis. The model teachers will hold a critical role in the PLC process; they must be willing to share both negative and positive feedback, and they must also be willing to lead change when data shows that it is necessary. The model teacher must also be willing to let other teachers and leaders into his or her classroom, especially mentee teachers or teachers who are struggling with a concept. They must be willing to make time to have reflective conversations with other teachers, and they must be willing to go into the classrooms of others to watch a strategy being implemented so that they can help others be reflective in



their practices. These teachers will receive a stipend of \$2,000 and work an additional two contract days.

The **curriculum director** will be in the classroom 50% of the time and in professional development and curriculum duties 50% of the time. The curriculum director will be an integral part of the development of this program. The curriculum director will be responsible for collaborating with the administrators, the instructional coaches, the model teachers, the mentor/mentee teachers, and the PLC leaders. This role will require the ability to analyze data and share that data with the leaders and staff. This person will work with the leadership team on a monthly and sometimes weekly basis to gather PLC data, help with program evaluations, and do walk-throughs with both teacher leaders and administrators. This curriculum in our district is aligned to the common core and state standards, and performance objectives have been written for each standard; therefore, the curriculum director will be responsible for maintaining these, helping to ensure vertical alignment, and beyond that, helping each PLC develop and design common formative and summative assessments. This person will help with training for these new leadership roles. This person will receive a stipend of \$10,000 and will work an additional eight contract days.

The **PLC leader**, who will be in the classroom 100%, holds a role that will also closely work with the coaches, the model teachers, and the curriculum director. According to Timothy Kanold, a former superintendent at Adlai Stevenson High School, this person must have certain defining characteristics: they must pursue personal mastery, they must develop, with their team, a shared vision of their PLC, they must design a culture of service and sharing for team learning, and they must equally embrace accountability and celebration. This person will be responsible for working with a grade level or content area team to help set learning targets, and to support creation of common formative and summative assessments for their professional learning team. These leaders will help the coaches and the curriculum director ensure vertical alignment of curriculum; because of this, they will need to be well-versed in all applicable curriculum, both at their grade level, and the grade levels above and below. This leader is responsible for helping the group measure student achievement and collect that data in an organized manner, examine and analyze student work, and modify instructional practices to meet the needs of their students. Because of this, they will need to ensure that their groups set norms and follow them, they will need to create agendas centered on student and teacher growth, and they will need to facilitate collaborative decision making in order to further their groups work. This will be done in collaboration with the principals, the curriculum director, the instructional coaches, and the model teachers. These teachers will receive a stipend of \$1,000, and they will work an additional contract day. There will be eight of these in our district.



In our district, **mentor teachers** (we will have approximately four next year) will be the first people that our new teachers come to for support. Because of this, they will have very specific activities that they must complete with their mentees. According to Laura Lipton and Bruce Wellman, authors of *Mentoring Matters* (2003) “skillful mentors balance the supportive aspects of that relationship with challenges that promote continual attention to improvement in practice” (3).

Wellman and Lipton go on to say that these mentors must be able to structure rigorous examination and analysis of practice, engage in goal-setting and have goal-driven conversations. They must maintain a focus on student learning, provide assistance in analyzing student performance, and then help the mentees determine cause-effect relationships. With their mentees, they must explore samples of student work (keeping in mind their mentees' decisions and experiences), so that they can discuss both positive and negative results of instructional practice. They must actively engage their mentees in problem solving and decision making by forming problem-solving partnerships, and brainstorming options and generating solutions. They will assist in the identification and articulation of criteria for choices and consequences with think alouds and coaching sessions. Lastly, they will build connections between current theory and classroom practice, and construct and conduct action research projects, building norms of experimentation and reflective practice. The mentors in our district will engage in these activities with their mentees in a relationship of trust. Before the school year, the pair will meet for a minimum of three days. During the school year, they will meet at least weekly both as a part of the professional learning community and also in a separate mentor/mentee meeting. The mentor teachers will need to have all of the qualities of model teachers, while also going the extra mile to make themselves accessible to their mentee. This teacher will receive a stipend of \$2,000, and he or she will work an additional three contract days.

## Colo-NESCO

After conducting extensive outreach with various stakeholders, evaluating the needs of the district, and studying leadership systems throughout the country, we determined that five teacher leadership roles would be a part of our program design. The administrative team, along with the current instructional coach, worked to map out which duties and responsibilities would be best suited to each role.

TLC Coordinator / Instructional Coach (1 position)
--



<p>Engages 50% in instructional coaching and 50% in the coordination of the TLC program.</p> <p>15 additional contract days</p> <p>\$15,000 supplement</p>	
Role Summary	Duties/Responsibilities
<p>The <b>TLC Coordinator</b> will contribute to the growth of the district by overseeing implementation of the teacher leadership system. S/he will serve as the liaison between teacher leaders and the administrative team to ensure ongoing, two-way communication.</p>	<p>Coordinate the work of teacher leaders.</p> <p>Plan, facilitate, and monitor professional learning for teacher leaders.</p> <p>Assist teacher leaders in self-assessing effectiveness and professional growth.</p> <p>Lead monthly teacher leader meetings to solicit feedback and enhance communication within the system.</p> <p>Coordinate systematic data collection related to the teacher leadership system.</p> <p>Share feedback and data with district leaders to plan adjustments to the system.</p>
<p>The <b>Instructional Coach</b> will contribute to district-wide growth by engaging teachers in a cycle of reflective professional development to bring about improvement in teacher skill and student achievement.</p> <p>To this end, s/he will support teachers in selecting goals,</p>	<p>Conduct preliminary discussions with teachers to determine a coaching focus.</p> <p>Create an action plan for improvement with the teacher.</p> <p>Provide in class support through demonstrations, co-planning, co-teaching, and observations.</p> <p>Facilitate reflective dialogue with the teacher to consolidate new understandings, identify anticipated changes in teaching practices and student behaviors, and identify possible next steps.</p> <p>Be current on research-supported best practices.</p>



identifying and implementing strategies to meet goals, monitoring progress toward goals, and reflecting on new learning.	<p>Assist colleagues in advancing their instructional skills by providing resources and feedback.</p> <p>Collaborate with district leaders and colleagues to address instructional issues.</p> <p>Lead the planning, facilitation, and monitoring of district-wide professional learning.</p>
--	---

Lead Teacher (3 positions)	
Engages 70% in student instruction and 30% in teacher leadership duties.	
10 additional contract days	
\$8,000 supplement	
Role Summary	Duties/Responsibilities
<p><b>Lead Teachers</b> will enhance professional growth in the district through their support of teachers in the classroom and in professional development settings. They will serve as the liaison between classroom teachers and district leaders to ensure decisions are informed by open communication.</p> <p><b>Lead Teachers</b> are responsible for guiding district work in literacy, math, and science. To this end, they will lead data-based inquiry, guide</p>	<p>Observe and demonstrate instructional strategies.</p> <p>Support implementation of instructional strategies through demonstrations, observations, co-planning, and co-teaching.</p> <p>Facilitate discussions about improving instructional practices.</p> <p>Assist colleagues in advancing their instructional skills by providing resources and feedback.</p> <p>Provide leadership in the collection and analysis of data.</p> <p>Model and support the integration of technology.</p>



colleagues to make informed instructional decisions, support effective instructional practices, and cultivate collaboration.	<p>Support the vertical alignment of curriculum.</p> <p>Be current on research-supported best practices.</p> <p>Collaborate with school leaders and colleagues to address instructional issues.</p> <p>Assist in planning, facilitating, and monitoring staff development.</p>
--	--

Professional Learning Community (PLC) Leader (7 positions)	
Engages 100% in student instruction.	
5 additional contract days	
\$4,000 supplement	
Role Summary	Duties/Responsibilities
<p><b>PLC Leaders</b> will enhance professional growth in the district through their guidance of Professional Learning Communities. They will provide a channel for ongoing communication between PLCs, teacher leaders, and administrators.</p> <p><b>PLC Leaders</b> are responsible for ensuring the work of PLCs centers on teaching and learning, student engagement, technology, and assessment. To this end, they will</p>	<p>Guide collaboration of team members.</p> <p>Lead discussions of strengths and weaknesses of student performance.</p> <p>Support team in identifying student learning needs.</p> <p>Facilitate discussions about improving instructional practices.</p> <p>Support group collection and analysis of data.</p> <p>Organize and support teachers engaged in peer observation.</p>



<p>keep the focus on the district's four key questions:</p> <p><i>What do we expect students to learn?</i></p> <p><i>How will we know when they've learned it?</i></p> <p><i>How will we respond when they don't?</i></p> <p><i>How will we deepen the learning for students who have already mastered essential knowledge and skills?</i></p>	<p>Be current on research-supported best practices.</p> <p>Work with instructional coach to determine the types of learning opportunities teachers' need.</p> <p>Collaborate with school leaders and colleagues to address instructional issues.</p>
--	--

Mentor Teacher (5 positions)	
<p>Engages 100% in student instruction.</p> <p>5 additional contract days</p> <p>\$3,000 supplement</p>	
Role Summary	Duties/Responsibilities
<p><b>Mentor Teachers</b> contribute to the growth of the district through their mentoring and support of initial teachers. They also serve as a liaison between new teachers, the teacher leadership system, and administrators.</p> <p><b>Mentor Teachers</b> are responsible for supporting improved entry into the profession. To this end, they will act as a critical friend, listening and supporting the new teacher, but also</p>	<p>Demonstrate effective classroom instruction.</p> <p>Facilitate learning conversations.</p> <p>Assist initial teachers with planning.</p> <p>Provide constructive feedback to new teachers.</p> <p>Facilitate mentee's reflection on the feedback they receive.</p> <p>Assist the initial teacher in the collection and analysis of data.</p>



ensuring their focus is on the teaching and learning cycle.	<p>Support the mentee in making data-based decision and planning for differentiation.</p> <p>Be current on research-supported best practices.</p> <p>Collaborate with school leaders and colleagues to address instructional issues.</p>
---	--

Model Teacher (3 positions)	
<p>Engages 100% in student instruction.</p> <p>3 additional contract days</p> <p>\$2,000 supplement</p>	
Role Summary	Duties/Responsibilities
<p><b>Model Teachers</b> contribute to professional growth in the district by providing examples of high quality instruction and inviting others to observe their instruction.</p> <p><b>Model Teachers</b> are responsible for maintaining a high-level of instructional practice and implementing district initiatives.</p>	<p>Maintain exemplary level of teaching practice.</p> <p>Invite initial and career teachers into their classroom for observations.</p> <p>Maintain a log of observations.</p> <p>Host student teachers and interns.</p> <p>Videotape instruction three times each quarter.</p> <p>Upload and tag videos in the district's searchable database.</p> <p>Be current on research-supported best practices.</p>



	Collaborate with school leaders and colleagues to address instructional issues.
--	---

Colo-NESCO views the teacher leadership system first and foremost as a capacity building tool. Research indicates that a teacher’s knowledge and skills grow as a result of working in a teacher leadership role. Additionally, research suggests that teachers learn from other effective teachers in their school and are more likely to raise student achievement when surrounded by effective colleagues.

Our teacher leadership systems creates multiple entry points for teachers, ranging from those with relatively few leadership responsibilities to those with significant leadership duties. This will allow teachers an opportunity to enter the system at the level they feel most comfortable and that best matches their current skills and abilities. It will also provide them with time to develop leadership skills. Because positions will re-open at the end of each year, teachers will be able to decide if they want to continue, take on additional leadership responsibilities, or return to the classroom. Additionally, contracts for teacher leadership roles will explicitly state that after three years of service the preference is for a rotation of roles. This rotation will be managed to ensure that some existing teacher leaders remain in each position to ensure continuity and to carry the institutional memory for the team. In this way we will sustain the system over time and build the strength of the entire district.

These roles work to create a coherent instructional improvement strategy by ensuring that teachers receive professional learning that is in their zone of proximal development. Recognizing that not all teachers learn in the same way and at the same pace, differentiated opportunities will be provided in a variety of settings.

The Instructional Coach will provide opportunities for one-on-one instructional coaching that focuses on four main areas: content planning, assessment and evaluation, instructional strategies, and community building/classroom management. Other teacher leaders will also provide individual support:

- Lead Teachers will provide content area expertise and support based on individual needs and goals.
- Mentor teachers will work individually with new teachers as they navigate their first two years.
- Model teachers will provide opportunities for teachers to observe practices they are working to implement in their own classrooms.



Small group professional learning will also be provided. The Instructional Coach and Lead Teachers will be available to work with grade levels or small interest/needs-based groups. PLC Leaders will facilitate Professional Learning Communities as they discuss and evaluate student growth and teachers' use of instructional strategies.

Finally, all teacher leaders will support whole group professional learning. The Instructional Coach will work with administrators and other teacher leaders to evaluate teacher data and plan professional learning opportunities. The teacher leadership team will facilitate these sessions. All sessions will include feedback opportunities for staff to evaluate the perceived relevance and effectiveness of the professional development. Learning from whole-staff professional development can then be tailored, reinforced, and followed-up on in small-group and individual settings. District leaders will then monitor implementation to provide additional data for planning future professional learning.

To ensure the quality and coherence of the learning opportunities provided by teacher leaders, the TLC Coordinator/Instructional Coach will organize the professional learning of teacher leaders. This will occur during monthly meetings and during teacher leaders' additional contract days. Time will be used for collaboration, data analysis, reflection, planning, and professional development targeted at classroom practice, adult learning theory, and leadership skills.

When brought together these roles create a coherent improvement strategy that empowers teachers to take on new levels of leadership and responsibility. This system will create more rigorous teaching **and** learning throughout the district.

## Northeast

The Northeast Teacher Leadership and Compensation Plan includes five categories of teachers with three of these offering opportunities for leadership roles within the district. The categories include Initial Teachers (teachers who still have their Initial license), Career Teachers (teachers who have their standard license, but who do not assume leadership roles), Mentor Teachers (teachers who assume the leadership role of mentoring newly hired staff), Model Teachers (teachers who demonstrate exemplary teaching methods and instruction) and Literacy Coaches (teachers who assume the leadership role of improving instruction and student achievement in the area of literacy.) Other than the Literacy Coaches, who spends 100% of their time performing teacher leadership duties, the four other teacher categories remain teaching full time. Mentor and Model Teachers receive additional compensation to perform leadership duties outside of their teaching load which includes use of their planning time and additional contract days.



The Literacy Coaches will function as building leaders who coordinate and lead the implementation and sustainability of the Iowa Core and a Multi-Tiered System of Supports, and lead all work, programming and instruction related to literacy instruction. This will include:

- Facilitating the instructional leadership team discussions at the school and district level,
- Working with all teacher leaders and administration to coordinate all professional development activities designed to improve instructional strategies, observation experiences and peer evaluations (in accordance with state guidelines), teacher collaboration (in accordance with state guidelines), and data-based decision-making,
- Planning, monitoring, reviewing, and implementing best instructional practice in the area of literacy,
- Working with Mentor Teachers to design specific mentor experiences for all new teachers,
- Working with the Model Teachers to engage in the development, adoption, and implementation of literacy curriculum and curricular materials,
- Working with Model Teachers to design a MTSS across the district and school for optimal implementation and sustainability,
- Working with grade level teams on literacy lessons embedded across content areas,
- Modeling literacy instruction,
- Aiding in action planning regarding implementation of the Iowa Core, and
- Working with external coaches and Iowa Department of Education technical assistance personnel to coordinate professional development, implementation and sustainability of literacy programming, interventions and supports statewide.

Model Teachers will work with the Literacy Coaches to plan, deliver, and implement professional development in the area of literacy instruction, with a strong emphasis on implementing the Iowa Core. This will include reading comprehension, written communication, and critical thinking strategies. They will serve as teaching models and be involved in providing frequent opportunities for observation, feedback and reflection.

Mentor Teachers will function as the coordinator of, and direct support to, all new teachers in the district, differentiating their learning by teacher need and experience. This will include providing an understanding about district processes and procedures, as well as district-supported instructional programming, strategies and supports. They will focus on the Iowa Teaching Standards and Criteria, implementing the Iowa Core (including unwrapping standards) and understanding the components of becoming a part of a Professional Learning Community. The Mentor Teachers will share the responsibility of developing, implementing and evaluating an effective mentoring program.

All teacher leaders will receive professional development and support from our Area Education Agency in the area of Instructional Coaching, implementation of the Iowa Core, MTSS, and literacy instruction. As a Phase One school in the C4K initiative, we directly partner with our AEAs through an external coach within the AEA to serve as a partner in MTSS, literacy, systems change, instructional programming/supports and collaborative inquiry. Further, our teachers



leaders will have access to the Iowa Department of Education technical assistance personnel, the coaches network, Collaborating for Iowa's Kids network and one another to support implementation and sustainability of our programs.

All roles are clearly defined as follows:

### **Initial Teachers**

- Qualifications: Initial teachers have successfully completed an approved practitioner preparation program and participate in a two year initial teacher mentoring and induction program.
- Salary: Salary for an initial teacher shall be at least \$33,500.
- Extended contract: Teachers new to the district shall be issued a contract that is two days longer than the contract for career teachers employed by the district.

### **Career Teachers**

- Qualifications: Career teachers have successfully completed the initial teacher mentoring and induction program and have demonstrated the competencies of a career teacher as determined under the school district's comprehensive evaluation system.
- Salary: Salary for a career teacher shall be at least \$33,500.
- Extended contract: Teachers new to the district shall be issued a contract that is two days longer than the contract for career teachers employed by the district.

### **Mentor Teachers (3-4 positions)**

- Qualifications: Mentor Teachers successfully demonstrate the competencies and superior teaching skills of a Mentor Teacher, demonstrate continuous improvement in teaching, and possess the skills and qualifications to assume leadership roles. They have to have taught for a minimum of three years including one year in the district.
- Selection: Participation in a rigorous review process and selection by a site-based review council.
- Length of assignment: One year.
- Participation and Percentages: Approximately 5 percent of teachers in the school district should be designated as Mentor Teachers.
- Salary: Mentor Teachers shall receive an annual salary supplement of \$2,000.
- Extended Contract: Mentor Teacher contracts shall be 5 days longer than career teacher contracts.
- Duties: Mentor Teachers teach full time and provide support to teachers who are new to the district, acclimating them to a culture of continuous improvement. Mentor teachers will function as the coordinator of, and direct support to, all new teachers in the district, differentiating their learning by teacher need and experience. This will include providing an understanding about district processes and procedures, as well as district-supported instructional programming, strategies and supports. Mentor teachers



will work with Literacy Coaches and Model Teachers to ensure alignment with the Iowa Core, MTSS, literacy and other evidence-based district work. The Mentor Teachers will share the responsibility of developing, implementing and evaluating an effective mentoring program. They will focus on the Iowa Teaching Standards and Criteria, implementing the Iowa Core (including unwrapping standards) and understanding the components of becoming a part of a Professional Learning Community.

### **Model Teachers (4-9 positions)**

- Qualifications: Model Teachers successfully demonstrate the competencies and superior teaching skills of a Model Teacher, demonstrate continuous improvement in teaching, and possess the skills and qualifications to assume leadership roles. They have to have taught for a minimum of three years including one year in the district.
- Selection: Participation in a rigorous review process and selection by a site-based review council. It is the intent of this grant to select Model Teachers from a variety of content areas.
- Length of assignment: One year.
- Participation and Percentages: Approximately 15 percent of teachers in the school district should be designated as Model Teachers, with a goal of representing a variety of content areas and grade levels.
- Salary: Model Teachers shall receive an annual salary supplement of \$4,000.
- Extended Contract: Model Teacher contracts shall be 8 days longer than career teacher contracts.
- Duties: Model Teachers teach full time and serve as models of exemplary teaching practices. They will work with the Literacy Coaches to plan, deliver, and implement professional development in a MTSS, and in the area of literacy instruction, with a strong emphasis on implementing the Iowa Core. This will include reading comprehension, written communication, and critical thinking strategies. They will serve as teaching models and be involved in providing frequent opportunities for observation, feedback and reflection.

### **Literacy Coaches (2-3 positions)**

- Qualifications: Literacy Coaches successfully demonstrate the competencies and superior teaching skills of a Model Teacher, demonstrate continuous improvement in teaching, and possess the skills and qualifications to assume leadership roles. Additionally, Literacy Coaches possess the skills and qualifications to facilitate an instructional leadership team and direct professional development. They have to have taught for a minimum of three years including one year in the district.
- Selection: Participation in a rigorous review process and selection by a site-based review council.
- Length of assignment: One year.
- Participation and Percentages: Approximately 5 percent of teachers in the school district should be designated as Literacy Coaches.



- Salary: Literacy Coaches shall receive an annual salary supplement of \$10,000.
- Extended Contract: Literacy Coaches contracts shall be 15 days longer than career teacher contracts.
- Duties: Literacy Coaches assume leadership roles that may include, but are not limited to the planning and delivery of professional development activities, the facilitation of an instructional leadership team including Model and Mentor Teachers, and providing additional guidance in one or more aspects of the teaching profession including, but not limited to: a MTTS, reading comprehension, writing skills and critical thinking skills as they relate to Iowa Core; articulation and alignment of the English language arts curriculum; supporting reading, writing and critical thinking skills across all content areas; development and analysis of rigorous assessments that requires students to demonstrate high levels of reading, writing and critical thinking; and the facilitation of peer observation and reflective feedback, and the implementation of effective peer review and teacher collaboration practices.
- Transfer: Teachers who assume a leadership role as a Literacy Coach for only one year have the option of returning to their previous position. Teachers who assume a leadership role as a Literacy Coach for longer than one year will have the option of returning to a classification for which they are certified. If the teacher is certified in multiple areas, he/she will be assigned to an area that has a vacancy. If there are no vacancies in their area(s) of certification, the teacher will be assigned to the classification for which they are certified that has the least senior teacher to be reduced.
- Seniority: Teachers who assume a leadership role as a Literacy Coach will continue to accumulate one year of seniority in their previous classification for every year they are a Literacy Coach.

## West Monona

West Monona has extensively discussed what teacher leadership positions would best help meet our district's vision and mission, along with more specific district and building goals. It is our belief that we can positively impact improvement in instruction and student achievement by utilizing four differentiated teacher leadership positions, which are Instructional Coaches, Peer Coaches, Lead Teachers, and Mentor teachers.

Our building leadership team will ensure the initiatives and teaching pedagogy of the district are fulfilled with fidelity. We will ensure this takes place with the leadership team and administration through collaborating and analyzing the various data from formative and summative assessments. Data teams will be mining the data and disseminating information to increase academics and the climate of WMCS. The leadership team would be there for each other to assist and support any team members in need.



The TLT positions correlate with the current roles of our teacher leaders. The West Monona staff is working diligently to improve student achievement on a daily basis. All of the leadership roles will be required to work together to determine the needs of our district staff and students. The TLT will build the capacity of teachers in math, reading, student engagement, classroom management and more. Our plan will allow all teachers the opportunity to ask for assistance in any area where they feel they may need improvement.

The instructional coach would work closely with all members of the TLT and administration in analyzing data, providing and coordinating PD for the entire staff. The instructional coaches will work hand in hand with the peer coaches and teacher leaders modeling research based strategies. The instructional coaches will provide guidance and assistance for the strategies to be implemented by the peer coaches and lead teachers. The peer coaches will implement the strategies within their classrooms. The peer coaches will have time to observe and assist others in implementing the required strategies during half of the day. They will also substitute in classrooms to allow the career and initial teachers the opportunity to observe the lead teachers in their classrooms. The lead teachers will be “model” classrooms. They will need additional time during the school year to collaborate with the instructional coaches. This collaboration time will focus on research based strategies and their implementation within the model classrooms. District PD will align with the research based strategies. All work will align to the Iowa Teaching Standards and Iowa Core.

As mentioned above, the new differentiated teacher leadership positions match very well with some of our current structure. One of teachers is deeply involved in extensive training through UNI as an instructional coach. This teacher is working with teachers in ‘model classrooms’ to instruct, coach, support the implementation of structures to improve instruction and achievement. Jill Krueger, one of the teachers in the model classrooms states, "I like having the instructional coach come in to my room to observe me as she points out things I'm doing that follow the framework that I don't always see. First of all, it tells me I'm doing well, secondly, it motivates me to continue planning similar lessons." This current position would be considered a Lead Teacher in our TLC program.

Mentor teachers will be a part of the TLT and work with the Instructional Coaches, the Peer Coaches, and Lead Teachers to support district and building initiatives. The mentor teachers will focus on supporting initial teachers in the implementation of those initiatives into the classroom structure and routines. Mentor teachers will assist in the coordination of PD for all teachers and will provide input for PD for initial teachers. Mentor teachers will support career teachers as time permits and as needs arise from career teachers too.

The leadership team will meet at the beginning of the year to develop a coherent district plan. They will meet on a monthly basis, and as needed, throughout the year. A summative meeting



will be held at the end of the year to plan professional development and evaluate/analyze the various district initiatives.

These teacher leadership positions, along with other teacher classifications are described below.

**Instructional Coach: 2 Full time equivalent (FTE) positions**

- Demonstrates instructional practices
- Conduct coaching cycles across the grades or content
- Lead instructional meetings
- Meet weekly with building principal(s) to communicate on instructional meetings
- Increase the instructional capacity of teachers in math, reading, student engagement, & classroom management and other areas of need
- Coach teachers to become mentors for other teachers
- Coordinate the instructional practices to align to the Iowa Core and the Iowa Teaching Standards and Criteria
- Provide resources as needed throughout the year to the teachers
- Manage the school-wide assessments and data for monitoring instructional practices
- Facilitate collaborative meetings and keep records
- Support instruction and learning through the use of technology
- Develop and implement vertical school-wide professional development (PD) throughout the year.
- Collaborate with lead teachers, peer coaches, and administration to assist with school wide PD
- This position will require an additional 10 contract days outside of the normal contract to include planning and on-going professional learning

**Peer Coach: 2 half time positions with the other half teaching in the classroom**

- Reflect and coach the instructor on his/her individual career development plan (ICDP)
- Expand, refine, and build new skills in the areas of classroom management, student behavior, instructional skills, student engagement, higher order thinking, and provide resources and demonstration as needed
- Collaborate with peers in the following activities:
- Co-teaching lessons
- Serve as a collaborating peer, expert advisor, mentor, or mentor of instructional strategies and technology use
- Problem solving



- Curriculum development
- Planning interdisciplinary units
- Professional learning communities
- Required to observe a lead teacher a minimum of 2 times a year
- Be available for classroom substitution when career teachers/mentors/peer coaches are observing Lead Teacher
- Observe other classrooms with focused preconference and post-conference: these conferences will not be evaluative and will remain confidential
- Communicate with the principal and coach
- Be a resource for teachers in Tier III, plan of assistance
- Facilitate PD opportunities within the building and district in collaboration with leadership team
- Coordinate and coach the instructional practices and initiatives identified by the district
- Increase awareness of individual teachers' expertise as instructional leaders
- Serve as member of teacher peer review teams for accountability
- Support alignment of instruction to the Iowa Teaching Standards and Criteria
- \$5,000 of extra compensation in exchange for 5 additional contract days to include planning and on-going professional learning

**Lead Teacher: 8 teachers district wide**

- Collaborate with leadership team to demonstrate instructional strategies through PD activities designed to develop teacher capacity
- Teach full-time and serve as models of exemplary teaching practice. Also co-planning, peer reviews, being observed by career teachers and mentor teachers, and other duties
- Provide documentation of instructional meetings, professional development, and a log of collaboration time
- Implements the instructional practices and initiatives identified by the district
- Support instruction and learning through the use of technology
- Work with and accept coaching from instructional coach
- Design and implementation of instructional strategies aligns with the Iowa Teaching Standards and Criteria
- Accept visitors in the classrooms during instructional and non-instructional times.
- Begin to assume leadership and mentoring role through implementation and collaboration with other teachers in district
- \$6,500 of extra compensation in exchange for 10 additional contract days to include planning and on-going professional learning



**Mentor Teacher: 3 positions**

- Coordinate with the Peer Coach and other leaders and coaches to provide supports for initial and career teachers.
- Collaborate, discuss, and reflect on Iowa Teaching Standards aligned with instructor's role, including district expectations
- Provide information and guidance to new teachers to the district to help them take care of daily/administrative/organizational needs
- Matching teacher with desired and needed resources
- Provide expertise as needed to develop schedules, problem solve classroom issues, behavior issues, and other needs as they arise
- Communicate teacher needs to administration and teacher leaders
- Maintain a communication log of mentor interactions
- Peer review to provide feedback on effectiveness
- \$1,000 of extra compensation in exchange for two additional contract days for training on duties and new learning

**Career Classroom Teacher:**

- Engages in building/district level professional development and expectations to demonstrates continuous improvement in teaching
- Support instructional practices,
- Implement instructional practices to create an educational environment conducive to learning and growth
- Required to observe a lead teacher a minimum of two times a year
- Use assessments, observations, performances, rubrics, or checklists to document implementation
- Actively participate in collaborative problem solving and reflective practice
- Spotlight student work to share with district stakeholders
- Believe and hold all students to high standards, and teach to nurture for transfer and independence.

**Initial Teacher:**

- First two years in profession
- Use of Iowa Teaching Standards and Ethics
- Required to observe a lead teacher a minimum of two times a year
- Mentor teacher collaborates and supports



## North Cedar

Based upon research, it is essential to develop a clear and specific description of the Instructional Coaching Model to build coherence across the district. Below you will find a clear and specific description of North Cedar's leadership roles and duties.

**Curriculum & Professional Development Leader:** 1 position

**Timeframe:** full time

**Purpose:** To promote implementation of Common Core and state standards by assisting teachers and administration in dissecting standards to guide identification of essential knowledge and skills and to help adjust curriculum accordingly. Duties include but are not limited to:

- Give final approval for all classroom teachers' career plans
- Meet with principals at each level once per week to
  - Establish, discuss, and carry out building initiatives
  - Share best practice research
  - Analyze school data
  - Discuss and narrow down curriculum and instruction
  - Discuss social media and education trends
  - Discuss effective implementation of technology
- Meet with instructional coaches once every two weeks individually to:
  - Review classroom teacher goals
  - Review feedback sheet classroom teachers are completing following each in-service
  - Assist with carrying out building initiatives and professional development
  - Discuss ways to facilitate a better understanding of the structure of the written, taught, and tested curriculum for classroom teachers
  - Provide resources for classroom teachers
  - Demonstrate planning and instruction for classroom and model teachers
- Meet once a month with both instructional coaches together
- Meet with model teachers (13 district wide) twice a year:
  - Within the first six weeks meet to review classroom teachers career plans that are connected to building initiative
  - Meet again during the last trimester to review and discuss classroom teachers career plans and progress made
  - Review results from Teacher Leadership Compensation Survey



**Instructional Coaches: (1 (K-6) position and 1 (7-12) position)**

**Timeframe:** full time

**Purpose:** To support the implementation of effective instructional strategies. Duties include but are not limited to:

- Approve classroom teachers' plan and forward to professional development coordinator for final approval
- Meet with curriculum and professional development leader once every two weeks to:
  - Review classroom teacher goals
  - Review feedback sheet classroom teachers are completing following each in-service
  - Assist with carrying out building initiatives and professional development
  - Study research-based classroom strategies based off of district wide student data and explore which instructional methodologies are appropriate for our school
- Meet with model teachers once every two weeks to:
  - Discuss instructional strategies to bring into the classrooms
  - Provide resources for classroom teacher
  - Review feedback sheet classroom teachers are completing following each in-service
- Meet with every classroom teacher (18 teachers per instructional coach) a minimum of four times per year:
  - Review career plan
  - Oversee relationship between model teacher and classroom teacher

**Model Teacher (13 positions)**

**Timeframe:** One day per week; either 2 half days or 1 full day

**Purpose:** A model teachers is given the opportunity to create professional learning environments guided by norms of collaboration, high expectation, equity, ongoing inquiry, and reflection. Duties include but are not limited to:

- Meet with curriculum and professional development leader twice a year to:
  - Review classroom teacher goals
  - Assist with carrying out building initiatives and professional development
  - Provide resources for classroom teachers
  - Demonstrate planning and instruction for classroom teachers
- Meet with instructional coaches once every two weeks to:



- Discuss instructional strategies to bring into the classrooms
- Provide resources for classroom teacher
- Review feedback sheet classroom teachers are completing following each in-service
- Meet with classroom teacher during professional development time every other week to:
  - Analyze formative and summative student achievement data
  - Assist classroom teachers with the use of data to improve student learning
  - Review feedback sheet teachers are completing discussing next steps and share information with instructional coaches
  - Discuss Teacher Leadership Compensation Survey
  - Support the implementation of effective instructional strategies
  - Once a week, model teachers and classroom teachers work collaboratively to examine the work of students in teachers' classrooms to discover student learning needs and determine how best to address them. Model teachers may also use this time to help initial teachers implement new teaching methods, by demonstrating a lesson, co-teaching, or observing and giving feedback.

## Camanche

The three levels of teacher leaders in the Camanche Community School District's TLC Model Three would be classroom teachers who interact with students on a daily basis as well as have the time, space and compensation required to make them leaders of pedagogy and policy reforms in the district based upon district vision and goals as well as state and federal vision and goals. These leaders would all be coaches based upon the following definition: "Unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them" (Whitmore 2003). These leaders will need to be motivators, enthusiastic and vocal supporters, for the district and individual teachers.

The first teacher leader role will be the Model Teacher. The Model Teacher will need to have taught for at least three years total, with one year teaching experience in the school district. This teacher must hold at least a standard teaching license and showcase above average instructional, professional and ethical standards on their district evaluation. This teacher must also have an exemplary repertoire of instructional strategies that when put into practice improve student achievement in the classroom. The Model Teacher will teach full-time in the district, but will be asked to model/demonstrate exemplary teaching strategies during professional development time to a building, a core group or district-wide. This teacher leader should also expect to have peer observations by initial and career teachers who are in need of



better instructional practices in the classroom. These observations would happen during the instructional time with students in the classroom. This Model Teacher would have a five day extended contract in order to take part in additional trainings and team meetings to increase knowledge of best instructional practice within the classroom. The Model Teacher would also work during this time to help determine how instructional methods used in their content area can be modified to work in other content areas if needed. The Model Teacher would be up for review on a yearly basis to determine if they remain in this role or may progress into a different teacher leadership role if the teacher so desires. It may also be determined that a current Model Teacher needs to return to the Career Teacher role if not meeting the requirements of a Model Teacher.

The second teacher leader role will be the Instructional Coach. The Instructional Coach will need to have taught for at least three years, with one year teaching experience in the school district. This teacher must hold at least a standard teaching license, and showcase above average instructional, professional and ethical standards on their district evaluation. Any incidence of disciplinary action during their teaching career would be taken into consideration and reviewed. The Instructional Coach would be a leader full-time with no classroom duties. The duties and responsibilities of the Instructional Coach during the day would include working with career teachers whom the administration has deemed as requiring additional resources to help improve their instructional process as well as needing to work on growth. Instructional coaches would also serve as a resource to initial teachers in the district. An Instructional Coach would observe initial and/or career teachers, conferencing with those teachers, implement training to improve teacher instructional practices, develop an action plan for individual teacher improvement, talk with students about instructional practices in the classroom, meet with administrators to discuss teachers they are coaching and work with AEA personnel on professional development opportunities for initial and career teachers to help them improve growth and quality. Teachers being coached would also have opportunities to observe an Instructional Coach teaching in the classroom or even do co-teaching with the Coach and then dialogue about quality instructional practices seen through the Coach. Teachers in need of coaching would also be able to observe exemplary teaching by Model Teachers as well. In working with career and initial teachers the Instructional Coach would be focusing on instruction, the learning environment, designing and planning instruction and responsibilities. There would be a rubric for observation of each teacher with multiple benchmarks to be met under each standard (These items will be based upon the TAP program as seen in the Department of Education webinar. We found this tool to be the best suited for our purposes.). This rubric would be filled out by the Instructional Coach during observations of the career and/or initial teacher before implementing an action plan, during implementation and at the end of the year of implementation. The Instructional Coach would have an additional ten day contract with the district in order to engage in training with Model Teachers to help improve



instructional practices. Every year the Instructional Coach will be up for review and evaluation to determine if the coach is to remain in this position within the district or assume a new role. Reviews will be given not only by administration but also teachers receiving coaching/mentoring from the Instructional Coach.

The final teacher leader role in the district will be the Curriculum and Professional Development Leader. The Curriculum and Professional Development Leader will need to have taught at least three years with at least one being in the district. This leader will hold at least a standard teaching license and showcase above average standards met on the district's evaluation process. Any incidence of disciplinary action during their teaching career would be taken into consideration and reviewed. The Curriculum and Professional Development Leader would not be assigned regular teaching duties but may be asked to teach when needed through co-teaching or modeling. This leader would devote their day to curriculum and professional development work. Their duties in this area shall include engaging in and leading professional development trainings, coaching teachers in best instructional practices, showing how to implement curriculum including Iowa Core Curriculum, being an expert on curriculum as well as leading team meetings in each core and non-core area to help improve understanding and implementation of district and state curriculum. In addition, the Curriculum and Professional Development Leader would engage in proficient and excellent instructional practices for observation by other teachers in the district through co-teaching, train and help implement technology practices to improve student achievement, engage in meetings about individual professional development plans with teachers, train and help with implementation of interventions and engage in grant writing to help improve teacher growth and student achievement for the district. The Curriculum and Professional Development Leader would be a driving force behind professional development in the building as well as the district. Every year the Curriculum and Professional Development Leader will be up for review and evaluation to determine if the leader is to remain in this position within the district or assume a new role.

These three teacher leadership roles will work closely together with administration to help improve both student achievement and teacher growth and quality. While the Curriculum and Professional Development Leader will be the driving force behind improving student achievement and teacher growth and quality, Instructional Coaches will be a part of this process. Instructional Coaches will meet with the Curriculum and Professional Development Leader on a regular basis (at least 50 minutes a week) throughout the school year to discuss, determine and plan training and implementation of programs and processes to help improve teacher quality which in turn will lead to student achievement. Over the course of these regular meetings the team will work to identify areas where student achievement is lacking, obtain ideas to improve student achievement, develop training for teachers to support the new practice, guide implementation of new practices in the classroom and collection of data, and



then evaluate the effect on student achievement. Administrators will also be a part of these meetings at least twice a month for input and collaboration. Model Teachers will be a part of this process as well by helping to initiate best instructional practices and programs in their classrooms in order to gain perspective on if these practices and programs will be effective for teacher growth and student achievement. These teacher leaders will also be an integral part within the district by leading the way in programs such as MTSS, AIW, K-3 Literacy, at-risk programs, Core implementation, data collection, and any other initiatives the district may determine to be best practice for teachers and students. By allowing these leaders from all levels of the district, K-12, the time needed to engage in trainings, meet for collaboration and showcase their expertise in areas of instruction, mentoring, student achievement and/or curriculum, the district will find itself improving in all areas currently lacking. The shared decision making of the teacher leaders will help to relieve burden upon the administration and bring ownership of the programs to the teachers. If teachers are being directed by other respected teacher leaders in the district to implement programs and instructional practices it will make for a smooth transition. Teachers will be more motivated to try new practices or programs being advocated by other teachers rather than administration alone, though the administrators will also be a part of cluster meetings throughout the year to help drive and initiate programs.

## Roland-Story

### Teacher Leadership Duties

The Roland-Story Teacher Leadership (TLC) team designed an option three plan and named the leadership positions to reflect the local long-term goal that “every student should learn at or above expected levels.” The following describes the five roles and how each role connects in a coherent instruction improvement strategy to improve student achievement and student learning throughout the district.

	<b>Compensation Beyond Contract</b>	<b># of FTE Positions</b>	<b>Work Beyond Contract</b>	<b>% of Total Staff (73 FTE)</b>	<b>Contract % Dedicated to Teaching Students</b>
<b>Initial Teacher</b>	contract exceeds \$33,500	N/A	5 days	N/A	100



<b>Career Teacher</b>	0	N/A	0 days	N/A	100
<b>Model Teacher</b>	\$2000	15	5 days	20	100
<b>Learning Coach</b>	\$5000	3	10 days	4	may be 0
<b>District Learning Coordinator</b>	\$10,000	1	15 days	1	0

1. The **Initial Teacher** is a teacher in the first year of employment within the district. The district starting salary exceeds the TLC minimum, so no grant money is needed. These teachers spend 40 hours beyond the district contract on the Teacher Induction System (TIS).

They will be expected to

- Use the new TIS system rubrics to guide decisions and conversations with model teachers.
- Spend eight hours before school starts learning how to implement Authentic Intellectual Work (AIW) bundles and Multi-Tiered Systems of Support (MTSS).
- Attend district meetings with the **learning coordinator** for education on contract issues, school history, curriculum mapping, and improvement structures.
- Work with one **model teacher** first semester and another second semester with a focus to help each student learn at expected rates.

2. **Career Teachers** are those no longer on an initial license or experienced teachers no longer in their first district year.

They will be expected to

- Demonstrate competencies of evaluation
- Participate in complex conversations focused on more students growing at expected levels
- Practice professional skills while implementing local initiatives of AIW bundling and MTSS



- Request, when needed, assistance from a teacher leader of their choice to help improve student achievement
- Request, if wanted, a teacher leader as a partner in off-cycle years. While on-cycle evaluations will be guided with the building principal, the other two years can be partnered with a teacher leader of their choice. These off-year partnerships allow the career teacher a non-threatening path for improvement on the Iowa Teaching Standards or a specific classroom goal that is more rewarding than a few conversations with the building principal.

3. **Model Teachers** (22% of faculty) teach full time. As many as 15 model teachers will be distributed among the three buildings. Model teachers work 40 hours beyond contract for the TLC program and receive \$2000 above contract.

They will be expected to

- Practice local initiatives of AIW bundling and MTLS with integrity
- Work with learning coaches to assist other teachers in the AIW bundling strategy
- Help career and beginning teachers increase student learning in the MTSS system
- Help career teachers in off-cycle evaluation years
- Guide initial teachers using the new Teacher Induction System
- Serve as members of the School Improvement Advisory Council
- Organize data from the Iowa Youth Survey and Community Surveys

4. **Learning Coaches** (4% of faculty) will be distributed equitably among the buildings. Each building will have one full-time equivalent. If the interview process shows that two half-time positions would better suit the building that can happen. This would reduce the number of teacher models for that building by one. These teachers work 80 hours beyond contract for the TLC program and receive \$5000 above contract.

They will be expected to do the following:

- Organize the Authentic Intellectual Work bundling process in their buildings
- Collaborate to help teachers in the Multi-Tiered Systems of Support
- Spend at least 30 hours per week in collaboration with a teacher
- Schedule model teachers' collaboration times with career teachers and initial teachers
- Help off-cycle career teachers upon request
- Participate in professional development as members of the School Improvement Team and Building Level Teams
- Help organize and deliver professional development at the district and building level
- Schedule the Teacher Induction System within respective buildings



5. The **District Learning Coordinator** (DLC) (1% of faculty) has no teaching duties. One position exists for the district. This leader works 120 hours beyond contract for the TLC program and receives \$10000 above contract.

They will be expected to

- Oversee the Teacher Leadership Compensation plan.
- Facilitate the School Improvement Team and organize complex levels of data on students below expected rates
- Organize and provide building and district professional development
- Coordinate, schedule, and compel completion of Authentic Intellectual Work bundles throughout the district
- Coordinate the calendar and implementation of the Teacher Induction System, including meeting regularly with new teachers for education on contract issues, school history, curriculum mapping, and improvement structures
- Model for teachers on district initiatives when available

The TLC plan calls for teacher integration into two local initiatives and five improvement structures, much in the fashion described by the 2010 National Comprehensive Center for Teacher Quality and the 2010 Commission of Effective Teachers and Teaching.

#### Key Initiative 1: Substantive Conversations

The TLC plan asks teacher leaders to organize and implement an Authentic Intellectual Work strategy called bundling from work by Fred Newmann and Bruce King. Teachers organize learning bundles for peer review. A bundle includes an outcome targeted for improvement, an assessment that measures that outcome, a film of the teaching strategy targeting the outcome, and the actual student work on the assessment. This bundle will be reviewed by a group of teachers who will suggest improvements.

The Woodruff Instructional Coaching Scale (2014 Robinson, Wendy) indicates that student work has the best chance to improve when teacher discussions with other teachers reach the “strategic integration” and “focusing and adapting” focused on shared improvement goals. This initiative seeks to raise the discussion quality to best ensure improvements in student growth.

Interaction between the leaders will work as follows: The **coordinator** will organize the program, train teachers, and create the first example that will be modeled at all three buildings. When all teachers understand the goal and the process, the **learning coaches** will work with the **model teachers** to create the first bundles for each building. The **model teachers** will have their bundles reviewed in small groups, with each group containing initial teachers, career teachers, and a learning coach for guidance. After this round of bundles, **model teachers** and **learning**



**coaches** will help all teachers create bundles and reach higher levels of substantive conversations.

The TLC team felt this initiative had the best chance of ensuring that the TLC climate began with a research-based success initiative focused on student growth.

#### Key Initiative 2: Multi-Tiered Systems of Support (MTSS)

All buildings use MTSS to insure students grow at or above expected levels. Each building now identifies students most at risk, alters teaching strategies, and collects data on improvement.

In the improved system, the **coordinator** will organize district data and identify students from all achievement levels who aren't showing expected growth. The list will be shared with **learning coaches** who will then work with the principal and **model teachers** to review the lists for accuracy. The **coaches** will then work with students and teachers to document a plan, implement changes, and record the results of those changes. They will work with **model teachers** to research best-practice skills and locate the best assessments, technology, and resources available. The **coach** will also schedule time for mentor teachers or the **coordinator** to work with these students and/or their teachers to discover plans for growth.

#### **Structures**

Roland-Story uses five main structures to implement the processes of school improvement.

1. The School Improvement Advisory Council (SIAC), facilitated by the district improvement director, includes community members, students, and the superintendent. They review data on achievement, bullying, and school climate and suggests goals to the school board. One **model teacher** from each building will become a member of SIAC and will serve as a liaison between the school and community. Model teachers will help the director with two jobs: *review of the Iowa Youth Survey* and *implementation of the community school climate surveys*.

2. The School Improvement Team (SIT) tracks district data and state initiatives and sets local initiatives and goals for district professional development (DPD). The **district learning coordinator** will now facilitate the SIT team. **Learning coaches** will serve as members and will assist the **coordinator** with agendas, data organization, and research. They will work with team members (administrators, teachers, school board members, and the president of the education association) to build a plan that will now better reflect the results of the initiatives listed above by tracking student data more effectively.

3. Building Level Teams (BLT) decide building goals and professional development and consist of the principal, the coach, and the building teachers from SIT. The **coach** and principal will meet weekly to monitor the school's progress on the above initiatives and the initial implementation of the TLC program. The entire team will meet monthly, or as needed, to spearhead a "just-in-



time” building professional development model that changes with teacher needs. The **coach** will work with the principal and the Area Education Association (AEA) to plan for professional development that meets shifting needs in helping students grow at expected levels.

4. The Teacher Evaluation Team is headed by the principals who review on-cycle teachers every three years against the Iowa Teaching Standards. Off-year teachers can request to work with the **coordinator** or **coach** on individual improvement plans during off years. The **coordinator** or **coach** will deliver personalized help with strategies and resources to help students grow at expected levels. Principals will devote more time to work with on-cycle teachers.

5. The Teacher Induction System allows the principals and **learning coaches** to establish and shift mentor/mentee relationships. The **learning coach** will make initial contact with the new teachers and then schedule a **model teacher** as the mentor. They will be given scheduled release time for observations and discussions. The coach will also schedule **model teachers** for discussion and/or demonstration when needed. New teachers do not have these opportunities at present. In addition, the **coordinator** will conduct monthly meetings with all new teachers to educate them on school processes, contract review, building tours, and curriculum checks.



## Part 6 – Rigorous Selection Process

### Delwood

Our current teacher evaluation process allows teachers to show their strengths through the portfolio process. Teachers are able to video tape their own teaching as well as gather artifacts to show proficiency with the Iowa Teaching Standards. Through a self-reflection process, teachers are able to show their belief systems, their perspectives, goals and expectations through this evaluation process. One specific criteria for our leadership selection process is the ability of the teacher to thoughtfully reflect on their own teaching and make changes based on this reflective process.

Through teacher leadership research articles we have read as a group, it has been clarified that a teacher's self-efficacy as an instructional leader is strongly and positively associated with soliciting parent involvement, communicating positive expectations for student learning, improving instructional practice, and being willing and able to innovate successfully in the classroom. Increased opportunities to lead build upon one another and the end result can be a building with increased student achievement, because all teachers have a role and a commitment for improvement. Our system currently has a strong culture of collaboration, however we believe the positive effects of the TLC grant will make our instructional practices even stronger in the building and as a result we hope to see increased student achievement.

Our current evaluation process provides our district with data needed to make informed decisions about the differentiated roles, professional development and compensation, through the level of artifacts each teacher is able to provide and in addition, we believe each teacher has the freedom to provide artifacts that show unique qualities for making informed decisions regarding the selection process.

Our district plans to have a selection committee of one administrator and one teacher that will read and score applications using the district developed rubric and will ultimately select the teachers that will be filling the Instructional Coach, Model Teacher and Mentor Teacher roles in our district. We are very used to working collaboratively with our decision making process, so we will also include a teacher survey that requests teacher input into the selection process and in addition additional criteria will require input from students and parents. These positions are so important that we believe all stakeholders need to have input into the selection process. All candidates will earn points for each criteria, on a 1-10 scale and our teacher leaders will be selected from the highest scoring candidates.

Professional growth of teachers will be measured by giving points on our district developed rubric for leadership roles already taken in the district and include points for literacy classes



and workshops taken over the last two years through colleges or the Area Education Agency. Points will be earned for classes and workshops that tie directly with our Multi-Tiered System of Supports, improving literacy skills or literacy achievement as it relates to the Iowa Core. We will also score applicants on their ability to show student growth, in any area, through the use of a Multi-Tiered System of Supports. Teachers will need to show student growth data in their teacher portfolios and through the teacher interview process that will be in place for the selection of our lead teachers. This student growth data will be part of the district developed rubric and the selection process. Teachers will have a chance to earn up to 10 points per criteria, with a total of 80 points possible.

#### **District Developed Selection Tool Rubric**

<b>ELEMENT</b>	<b>Teacher Interview Score</b>	<b>Portfolio Artifacts ____ Student Achievement Growth</b>	<b>Portfolio Artifacts Use of MTSS</b>	<b>Workshop or Classes taken on Literacy</b>	<b>Parent input Communication</b>	<b>Student Input Communication</b>	<b>Professional Leadership Responsibilities</b>
<b>Distinguished (8-10 points)</b>	Articulates clear goals, knowledge & beliefs for literacy leadership in the district	Data clearly shows exceptional growth over time and teacher can clearly articulate the imp. process	Data clearly shows use of MTSS process; student data is analyzed; process is clearly articulated	Workshops and classes taken in last 3 years show continual learning of literacy research & application	Parent data from surveys show teacher is an exceptional communicator; Positive remarks provided by 85% of parents	Student data from surveys show teacher is an exceptional communicator; Positive remarks provided by 85% of students	Teacher can provide data to show taking on many additional leadership responsibilities in the district in last 2 years
	Articulates leadership	Data shows growth over time,	Data shows use of	Workshops & classes	Parent data from surveys show	Student data from surveys show	Teacher can provide data to show



<b>Proficient</b> (4-7 points)	p attribute s but does not share clear personal goals & beliefs	however teacher can't clearly articulate the improvement process	MTSS process; student data partially analyzed ; process unclear	taken in last 3 years show continua l learning; not in literacy or instructi on	teacher is a good communicat or; Positive feedback is provided by at least 75% of parents	teacher is a good communicat or; Positive remarks provided by at least 75% of parents	taking on 1 or 2 additional leadership responsibiliti es in the district the last 2 years
<b>Basic</b> (0-3 points)	Lacks articulati on of clear goals, knowled ge & beliefs for literacy leadershi p	Data shows small growth over time and no clear articulation of the improvement process	Data shows only partial use of the MTSS process; data not analyzed ; process unclear	Worksho ps and classes taken in last 3 years are few and not related to instructi on or literacy	Parent data from surveys show teacher is a good communicat or; Positive feedback is provided by at least 65% of parents	Student data from surveys show teacher is a good communicat or; Positive remarks provided by at least 65% of parents	Teacher claims to have taken on additional leadership roles, however no data to provide documentati on

## Collins-Maxwell

### Selection of Teacher Leaders

Our selection process begins with teacher applications for a TLC teacher leadership position. The application will ask for the following information:

- Advanced degrees
- A deep understanding of the Iowa/Common Core Curriculum Standards



- A deep understanding of evidence based instructional strategies
- Experience in a previous teacher leadership positions: Mentor teachers, AIW leaders, Committee heads, Building Leadership Team member, and District Leadership Team member.
- Participation and implementation from Professional Development
- Recognized as skilled in the use of instructional technology
- Advancing towards mastery of all the Iowa Teaching Standards

A site-based review council of teachers and administrators from each of the district's attendance centers will accept and review applications/interview for each of the three teacher leadership roles. The recommendations of which applications should be approved for the teacher leadership positions will be reviewed by the principals and superintendent. The superintendent will take the recommendations to the Board of Education for approval.

Measure of Effectiveness: (How effectiveness of the candidates will be determined)

A three-point rubric will be used to help the review committee determine which applicants best fulfill the criteria for selection. The rubric will outline in detail the job required criteria with candidates being measure as

1 = not meeting the criteria, 2 = meets the criteria, 3 = going beyond the criteria

Advanced Degrees: Emphasis will be placed on advanced degrees that focused on effective instructional methods and strategies. Advanced degrees in curriculum and instruction, educational pedagogy, educational assessment and measurement, technology for teaching and learning, etc. will be more desirable than advanced degrees in administration.

Deep Understanding of the Iowa Core Curriculum Standards: Applicants will provide artifacts or examples to the council showing the use of evidence based instructional strategies that align directly to the Iowa/Common Core Standards. Applicants must show evidence they would be able to assist others to successfully implement the standards during instruction.

Experience in previous teacher leadership positions: Those who have served as a mentor teachers, Authentic Intellectual Work(AIW) leaders, committee heads, Building leadership team members will rate higher in the selection process than those having not served in any formal or informal leadership roles within the district.

Participation and implementation of Professional Development:



A greater emphasis in the selection process will be put towards teachers that show implementation of evidence based instruction developed through professional development opportunities. Teachers who show initiative by improving their skills from on-going professional growth would rate higher in the selection process.

Deep understanding of evidence based instructional strategies:

Applicant is recognized as skilled in evidence based instructional delivery strategies. Evidence of a teacher's expertise in the use of multiple instructional strategies to differentiate instruction will rate higher in the selection process.

Advancing towards mastery of all the Iowa Teaching Standards:

Artifacts of instructional strategies and teaching practices that demonstrates not just meeting all the Iowa Teaching Standards but moving towards mastery in many of the eight standards. Teachers who show advancing toward mastery in most of the eight standards will rate higher in the selection process.

### Akron Westfield

a) Currently our district utilizes the state evaluation template for teacher evaluation. This template addresses the Iowa Standards. Teachers are also observed and/or must produce artifacts for each criteria. Administration completes walk-throughs throughout the year as part of the process.

This current evaluation process does not differentiate the assessment of teachers at different points in their career paths. It also does not provide the district with the information needed to make informed decisions about differentiated roles, professional development and compensation.

With the TLC plan in place, a modified evaluation tool will need be created to address all criteria relevant to the Teacher Leader role. The Tulsa Public Schools TLE Observation Form for 2013-2014 will be our model ([www.tulsaschools.org](http://www.tulsaschools.org)).

Basic selection criteria would include:

- Hold a valid Iowa teaching license,



- Minimum of three years teaching experience,
- Minimum of one year in the district.

A rigorous selection process will be upheld. A rubric will be used during the selection process to promote objectivity. The selection rubric will address the following criteria as determined by the TLC committee:

- Demonstrates an understanding of the Iowa Core, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences;
- Plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students;
- Promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to promote key skills;
- Challenges students by providing appropriate content and developing skills which address individual learning differences;
- Systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population;
- Systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents;
- Provides a well-managed, safe, and orderly environment conducive to learning and encourages respect for all;
- Creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners;
- Demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities, and contributes to the profession; and,
- Communicates effectively with students, parents or guardians, school & district personnel, and other stakeholders in ways that enhance student learning.

Other criteria preferred for consideration in the selection of Teacher Leaders include:

- Demonstrating proficiency in contributing to the learning of colleagues through leading collaborative learning communities;



- b. Exhibiting or communicating the capability to design and lead professional development;
- c. Providing evidence of a commitment to personal professional growth;
- d. Illustrating methods of promoting growth in others to impact student learning;
- e. Providing evidence of their skill to coach peers; and,
- f. Displaying evidence of being skilled at data analysis and the ability to use results of data analysis as a basis for instructional strategies to meet student needs.

The selection committee will review applications and make a recommendation to the superintendent. The Teacher Leader Program Coordinator (TLPC) will be selected first and become part of the review committee.

The District's Steps to Selection and Hiring of Teacher Leaders:

1. Establish an Interview Selection Committee. (Administration will ask for volunteers to assist in the teacher leader selection process and may need to recruit possible committee members to include a good cross-section of both teachers and administration.)
2. Review applications
3. Determine the format of interviews
4. Develop interview questions and scoring rubric
5. Establish an interview schedule
6. Conduct interviews in late spring/early summer to ensure candidate(s) have an opportunity to participate in summer training(s)
7. Identify and select candidate(s)-the Selection Committee should evaluate all interviewed candidates based upon the scoring rubric
8. The Selection Committee will make a recommendation to the superintendent
9. Notify candidate(s) and announce selections
10. Teacher leaders will be responsible to know and understand the teacher leader standards as outlined by the district

Once hired, the effectiveness of the Teacher Leadership Program Coordinator will be determined by the following criteria:



- The district will also create standards for teacher leaders (based on Teacher Leader Model Standards: Teacher Leader Exploratory Consortium, [www.ets.org](http://www.ets.org)). These standards will determine the ongoing effectiveness of teacher leaders.
- Each Teacher Leader will be writing and measuring personal learning targets and at the beginning, mid year, and end of the year, the selection committee will meet with each candidate to go over these targets and SMART goals.
- Akron-Westfield staff will be given a survey to determine effectiveness.
- Student achievement data will be monitored with data being used as a component

b) Professional growth.

A candidate for a teacher leader role in the district will be asked to show evidence of professional growth and development. These criteria will be added to the hiring rubric described in 6a.

- Official transcripts from accredited colleges/universities showing training received in the past two years
- Individual Career Development Plan required by the district at the beginning of the year, mid year, and end of the year.
- Effective facilitation and modeling of professional development within the classroom.
- Training others in this knowledge of content.
- Improved student achievement based on surveys, tests, observations, video recordings, and interviews.

## Colo-NESCO

For Colo-NESCO Community School District's teacher leadership program to be successful, it is necessary to find teachers who demonstrate strong teaching practices, reflectiveness about their instructional practice, a commitment to ongoing professional growth, a desire to serve as a leader, and a willingness to learn the habits and practices of teacher leaders – even if they do not currently possess them. For this reason, our selection process will examine each candidate from multiple perspectives.

The positions will be posted with information about the minimum requirements – including at least three years of teaching experience and one year of experience in the district. Information will also be included about the duties and responsibilities, extra workdays, salary supplements, and the requirement to complete an annual review of the assignment. A selection committee, composed of an equal number of teachers and administrators, will accept applications, screen



for potential candidates, conduct interviews, and make recommendations regarding the final selection of candidates.

Candidates will be asked to submit a resume. This resume will be screened for evidence that the individual has continued their growth as a professional and sought out leadership opportunities in the past. We will look for evidence of professional development, conferences attended, progress made toward earning additional certifications or degrees, involvement in professional organizations, and any leadership roles the teacher has previously assumed.

The candidate will also be asked to submit written responses to several questions. These questions will seek to evaluate the candidate's written communication and understand their philosophy as an educator and leader. The aim is to ensure that they have a strong teaching pedagogy, are a reflective practitioner, and understand the essential skills of teacher leaders including, collaboration, relationship building, and being a positive voice for change while working with resistance to that change.

Candidates will either submit a video of their teaching practice or select a time to be observed by members of the selection committee. This observation will focus on the teacher's classroom practice. Specifically, we will look to see that the candidate can create a well-crafted lesson plan, effectively engage students, differentiate instruction, flexibly use a variety of teaching strategies, provide precise and relevant feedback, and monitor and assess student learning.

The candidate will also be asked to submit a video of them working with a colleague. This can be in a one-on-one or group context, as long as the outcome is the professional growth of the teacher(s) they are working with. Here we will look for evidence of how the candidate planned for the session, the relationship they have established, the quality of the questions they ask, how they craft responses based on what was said, and their skill at presenting and explaining information.

Finally, candidates will be asked to attend an interview. The interview will first seek to evaluate the candidate's teaching practices, which are essential to the legitimacy and effectiveness they will have as a teacher leader. Included in this will be inquiry into how the teacher has sought to continue to learn and grow as an educator. Second, the interview will seek to understand the candidate as a leader. What leadership roles have they assumed in the past, why are they interested in a leadership role at this time, how do they envision themselves as a leader, and how can they work with other leaders to move the district forward? The final portion of the interview will be a mock professional development scenario where the candidate will be asked to guide the interview committee through a short example of professional learning.



Two lenses will be applied throughout the interview – (1) does the candidate give evidence that they are a reflective practitioner and (2) are they themselves coachable? Knowing that finding “fully-formed” candidates is unlikely, especially during initial implementation of a teacher leadership program, we will instead seek to find candidates who possess the ability and habits of mind to learn and grow **into** the position.

Using the dynamic and multifaceted system above we will gain a complete view of the teacher and their potential as a teacher leader.

## **East Marshall**

### **East Marshall’s Site-based Review Council (Selection Council) and Selection Process of Teacher Leaders:**

The East Marshall School Board will appoint one Selection Council to select the teacher leaders for the Elementary Building, Middle School Building, and the High School Building. This Selection Council will be comprised of three principals and three teachers, one from each of the three school buildings or attendance centers. The Selection Council will screen applications, interview, and observe candidates in their classrooms and teacher collaborative groups. The council will make recommendations regarding the applications to the superintendent of the school district.

The teacher leader candidates will initially send the following items to administration in the East Marshall District Office:

1. Two letters of recommendation, one from a colleague and the other one is candidate’s choice
2. A letter of application or cover letter highlighting candidate’s accomplishments with teaching and stating why they are seeking this position
3. A current resume
4. The last three years of candidate’s Individual Career Develop Plan (ICDP)
5. Most recent evaluative summary based on the Iowa Teaching Standards completed by the building principal
6. Explain in an essay how the candidate’s performance demonstrates effective teaching.
7. Explain in an essay how the candidate demonstrates continual professional development in their career.

### **Selection Criteria for TEACHER EFFECTIVENESS**



**Well-designed lesson planning:**

- Discussion techniques
- Strategies to engage students
- Use of formative assessment
- Flexibility
- Responsiveness
- Lesson has a beginning, middle and end
- Use of scaffolding
- Provides appropriate level of cognitive challenge

**Engagement of students:**

- Challenging content
- Well-designed learning tasks
- Suitable scaffolding
- Aligned with instructional outcomes
- Students can articulate what they are learning and why
- Uses differences of students to engage, rather than divide

**Responsive and flexible teaching strategies:**

- Seizes opportunity to enhance learning
- Builds on spontaneous event/interests
- Seeks effective, individualized approaches for students
- Uses many instructional strategies and resources

**Student learning assessed/monitored:**

- Extensive use of formative assessment
- Students contribute to assessment criteria



Questions/prompts/assessments are used regularly

Instruction is adjusted and differentiated when needed

Promotes the use of assessments and data for school and district improvement

#### **Clear communication**

Instruction is linked to student interest

Directions and procedures are clear

Teacher's explanation of content is clear

Teacher finds ways to extend student's vocabularies

#### **Strong questioning/discussion techniques**

Questions/prompts are of high quality and support learning outcomes

Uses a variety of questions/prompts

Questions/prompts challenge students cognitively

Students initiate topics and ensure all voices are heard in discussion

b) The plan includes a detailed description of how **Professional Growth** will be determined and evaluated in the selection of teacher leaders.

#### **Selection Criteria for PROFESSIONAL GROWTH**

##### **Professional Development Experience**

-Candidate's history is laden with continuous professional development, such as, webinars, on-line courses, AEA courses, workshops, etc.

-Sought out new courses of professional development that meets teacher's classroom needs

-Researched new initiatives

-Has evidence of innovative approach to student achievement

-Makes Significant Contributions of Professional Development to staff several times

-Individual Career Development Plan or growth plan demonstrated continual professional development involving new research-based strategies, methods, and/or programs.



## **Characteristics of Continual Professional Development**

- Always seeking out more effective strategies to improve student performance
- Reflective practitioner
- Strong Ability to Use and Analyze Data
- Accesses and uses research consistently to improve student achievement
- Open to Solutions for Improvement Outside the Current Structure
- Promotes professional learning for continuous improvement
- Willingness and interest in strengthening a wide variety of skills
- Responds positively to feedback and constructive criticism
- Highly conscious of the steep learning curve for this new role

## **Denver**

Denver Community Schools has identified teacher leadership roles that will require assignment through a selection committee comprised of four teacher representatives from each level (K-2, 3-5, 6-8, and 9-12) and four administrators. There are three leadership roles that will be recommended through the selection committee: Instructional Coaches, Model Classroom teachers, and Professional Development Teachers Planners and Supporters:

The instructional coaches, model classroom teacher, and professional development committee positions will be selected through a performance-based selection process. These teacher-leaders will have a one-year term, renewable based on positive formative and summative evaluations.

1. To begin the application process, prospective instructional coaches and model teachers
  - will have taught for three years and be members of the Denver Community School District for at least one year
  - will submit a cover letter explaining the teacher's passion for and commitment to the work of the leadership position.

The selection committee will review the initial applications.

2. After approval of initial application, prospective teacher-leaders:



- will be interviewed by the selection committee
- will conduct model lessons for students and adults
- will create a portfolio in which he or she has included artifacts that provide evidence of the Iowa Teaching Standards and Criteria. Included in the portfolio will be
  - samples of student work
  - data collection that demonstrates student growth
  - artifacts that demonstrate adherence to the district's goals
  - evidence of effective lesson planning
  - documentation of the prospective teacher-leader's previous attention to professional learning

The committee will use rubrics in step two to score the prospective teacher-leader's:

- excellent communication skills
- understanding of how to facilitate growth in adults
- expertise in content
- expertise in curriculum development
- instructional expertise
- commitment to professional growth
- disposition to be an effective leader

**Leadership effectiveness and growth will be measured by the selection committee members' focus on the prospective teacher-leader's acquisition and demonstration of the applicable Iowa Standards for School Leaders.**

Shared Vision (Leadership Standard 1) will be measured through the teacher-leader's active (rather than passive) participation in the district-wide and building initiatives, such as: PLC, 1:1 technology, curriculum and/or textbook selection, Iowa Common Core Curriculum alignment and professional development preparation and presentation.

Culture of Learning (Leadership Standard 2) will be measured through the prospective teacher-leader's demonstration of the applicable Iowa Teaching Standards. To demonstrate this standard, prospective teacher-leaders should submit artifacts or evaluations that reveal the following: evidence of student learning and/or student achievement data; the creation of a positive learning environment and/or contribution to the whole school culture; constructive and timely feedback to students and parents; and the application of professional development opportunities to improve practice.



Management (Leadership Standard 3) will be measured through the prospective teacher-leader's demonstration of the applicable Iowa Teaching Standards. To demonstrate this standard, prospective teacher leaders should submit artifacts or evaluations that reveal the following: adherence to board policies, district procedures, and contractual obligations; effective use of instructional time to maximize student achievement; and participation in a school culture that focuses on student learning.

Family and Community (Leadership Standard 4) will be measured through the prospective teacher-leader's participation in school-related functions held outside of the school day (for example: Family Fun Night, student activities, academic recognition). This area of leadership will also be measured by demonstration of the prospective teacher-leader's demonstration of the applicable Iowa Teaching Standard. Professional responsibilities (Teaching Standard 8) pertains to this area of leadership. Prospective teacher-leaders should submit artifacts that reveal the teacher's collaboration with students, families, colleagues, and communities to enhance student learning.

Ethics (Leadership Standard 5) will be measured through the prospective teacher-leader's demonstration of the applicable Iowa Teaching Standards. To demonstrate this standard, prospective teacher --leaders should submit artifacts or evaluations that reveal the following: Creates an environment of mutual respect, rapport, and fairness; demonstrates professional and ethical conduct as defined by state law and individual district policy; and demonstrates an understanding of and respect for all learners and staff.

Societal Context (Leadership Standard 6) will be measured through the prospective teacher-leader's collaboration with service providers and other decision-makers to improve teaching and learning, advocacy for the welfare of all members of the learning community; and the design and implementation of appropriate strategies to reach desired goals. To demonstrate this standard, prospective teacher-leaders should submit artifacts or evaluations that reveal the following: membership on leadership teams and committees, submission of articles to the newsletter, and attendance and/or participation in IEPs.

We believe that through the above criteria, the selection committee will be able to measure both effectiveness and growth of the prospective teacher-leader.



## Panorama

**Selection & Evaluation Criteria:** Criteria provided in *Teacher Leadership Skills*

*Framework (CSTP)* will serve as district's *Teacher Leader Measures of Effectiveness* to select and evaluate teacher leaders:

Effectiveness Criteria	Knowledge/Skills	Dispositions
1) Working with adult learners		Belief teacher learning & student learning is interwoven
	<i>Building trusting relationships</i>	Value work of learners
	<i>Facilitating professional learning for teachers</i>	Accept & act on constructive feedback
		Take risks
2) Communication		Reliable
	<i>Building relationships through communication</i>	Honor all perspectives
	<i>Technical communication skills</i>	Believe all are working in best interest of students
	<i>facilitation</i>	
	<i>feedback</i>	Value professional expertise
	<i>listening</i>	
	<i>questioning</i>	Foster community



	<i>mediation</i>	
	<i>written</i>	
	<i>meeting prep</i>	
		Know when to compromise
		Can read the group
	<i>Collaborative skills</i>	Admit when wrong/don't know
<b>3) Collaboration</b>	<i>Organizational skills</i>	Honest and courageous
		Desire to work with adults
		Passion motivates others
		Life long learner
	<i>Subject matter knowledge</i>	Reflective
<b>4) Knowledge of Content, Pedagogy</b>	<i>Use of assessment &amp; pedagogical strategies in classroom</i>	Committed to supporting growth of others
	<i>Ability to assist others to increase knowledge &amp; classroom application</i>	Enjoy challenge
<b>5) Systems Thinking</b>	<i>Working effectively within system</i>	Interested in Big Picture



*Advocacy skills*

Attuned to relationships

Ability to read people,  
situations

Enjoy diverse views

The following *Professional Growth* criteria will be used to select & evaluate teacher leaders:

<b>Professional Growth Criteria</b>	<b>Examples</b>
	Advanced degree in educational field
<b>Education/Training</b>	Additional coursework within discipline
	Training to deepen pedagogical skills
	Engaged & supportive during PD & collaboration time
<b>Participation in District Initiatives</b>	Implement evidence-based strategies/methods
	Voluntarily attend trainings aligned to initiatives
	Make changes to support alignment of curriculum
<b>Leadership</b>	Serve on building/district committees



Participate in leadership role in or out of district

Serve as AIW anchor or local coach for collaborative team

Provide training for other teachers

Willing to take risks & persevere despite failure

**Growth Mindset**

Continually adapt instruction & curriculum based on new knowledge & learning needs of stud

Both sets of criteria (*Measures of Effectiveness & Professional Development*) will be used to develop application, screening, interview, job description, self-assessment, & evaluation documents for teacher leader positions.

**Review Committees:** Each building will have a Review Committee, selected annually, composed of 2 administrators & 2 teachers not applying for a leadership position that year. Teachers must have taught at least 3 years & 1 year in district to be eligible. The principal will ask teachers interested to sign up to serve in this role. All teachers will complete a confidential survey indicating 2 teachers they feel would be best in selecting teacher leaders. The superintendent will use teachers' preference in recommending 2 teachers to the School Board for the committee. The Board will appoint Review Committee members annually.

**Selection Process:** Review Committee will screen applications & interview applicants using *Teacher Leader Measures of Effectiveness & Professional Growth* criteria. After full consideration of all applicants, the committee will recommend to the superintendent teachers for assignment to teacher leader positions based on the criteria & demonstrated competency on Iowa Teaching Standards. If the committee does not feel any applicant is qualified to fill a particular teacher leader position, the recommendation will be to leave the position unfilled. The School Board will hire teachers to fill teacher leader positions based on the superintendent's recommendation.

**Annual Review of Assignment:**

*Teacher leaders' Effectiveness will be evaluated 4 ways:*



- Documented compliance with job responsibilities (e.g., frequency & type of collaboration with teachers; attendance at trainings/meetings; PD delivered based on learning needs)
- Data from AIW Classroom Implementation Profile (CIP) or other implementation data
- Results of survey of peer feedback on job performance based on effectiveness criteria specific to teacher leader role
- Performance evaluation with principal based on *Teacher Evaluation System & Teacher Leader Measures of Effectiveness*.

*Teacher leaders' Professional Growth will be evaluated 3 ways:*

- Develop 2 to 3 SMART goals on *Individual Professional Development Plan* identifying areas for growth based on both Iowa Teaching Standards & Teacher Leader Measures of Effectiveness; measure progress made as part of district teacher evaluation system
- Complete Innovation Configuration Map (Center for AIW) 3 times/year, documenting growth on implementing AIW practices & identifying area for future growth
- Complete *Teacher Leadership Skills Self-Assessment (CSTP)* 3 times/year, documenting growth on leadership & reflecting on area for future growth.

As a part of the district's responsibility to meet the needs of teacher leaders, both leaders & administrators will complete *Establishing A Supportive Environment Self-Assessment (CSTP)* 3 times/year to ensure that the necessary supports are in place, with flexibility to make changes needed on an ongoing basis. Annual evaluation of the effectiveness of teacher leaders also will include review/revision of job descriptions and inclusion of additional district supports for teacher leaders.

Teachers who successfully complete the time period of an assignment to a teacher leader role may apply for assignment to a new teacher leader role, or for reassignment to the same role. Annually the Review Committee will make recommendations to the superintendent on assignment or reassignment of each teacher leader based on his/her evaluation on the Measures of Effectiveness & Professional Growth criteria. At the end of three years, all positions will be opened for the full selection process to allow other teachers the opportunity to serve as a teacher leader in the district.

## Roland-Story

### The Application Process



The Teacher Leadership Compensation (TLC) plan states that Roland-Story will hire 19 teacher leaders for 2014: 1 **district learning coordinator**, 3 full-time equivalent **learning coaches**, and 15 **model teachers**. The team reviewed *Teacher Leader Model Standards* by the Teacher Leadership Exploratory Consortium and a rubric evaluating teacher qualities by the Center for Strengthening the Teaching Profession. Eight qualities were chosen for leadership. The application will consist of 1) a written application and a letter of recommendation, 2) a portfolio demonstrating professional growth, and 3) effectiveness on an instructional task.

### The Application Process

#### *1. Written response and letter of application.*

All applicants will be asked to write a paragraph response to each characteristic listed for their desired jobs. They will be given a copy of the rubric the committee will use for scoring.

The eight teacher leader qualities include the ability to

1. Work with adult learners and foster a collaborative culture to support educator development and student learning
2. Work collaboratively with others to facilitate improvements in instruction and student learning
3. Demonstrate knowledge of content and pedagogy and the ability to combine outcomes, core-friendly teaching strategies, and assessments into excellent units of instruction
4. Access and use research to improve practice and student learning
5. Promote professional learning for continuous improvement
6. Communicate effectively within the school and in outreach and collaboration with families and the community
7. Promote the use of assessments and data for school and district improvement
8. Practice systems thinking and a strong advocate for student learning and the profession

**The district learning coordinator** will be asked to demonstrate **all eight**.

**The learning coaches** will be asked to demonstrate **the first seven**.

**The model teachers** will be asked to demonstrate **the first five**.



In addition, letters of recommendation will be required for the learning coaches and the district learning coordinator.

The rubric for these written documents will include a category for each quality and one for writing ability.

## *2. Professional Growth*

In order to prove professional growth, applicants will be asked to create a portfolio demonstrating four levels of growth:

- Education of self
- Education of others
- Outreach and multidisciplinary work
- Efficacy

Applicants will be given a rubric before applying.

Continued professional growth could include work toward a master's degree; courses taken for professional development; participation in workshops, building committees, of work with colleagues; technology training; help with professional development; participation in optional in-service work; leadership in committees; leadership in student events; mentoring of new teachers; buiding a student-teacher; and organization or assistance with school/community events.

Note: Due to privacy issues, no teacher will be required to provide information that violates privacy, such as evaluation documents or student data changes from their own classroom. However, they may provide them if they choose.

## *3. Professional Effectiveness*

All candidates will demonstrate professional effectiveness by creating a lesson plan based on a task the evaluation team presents the night before their interview. Candidates will prepare a lesson overnight and perform it for the committee.. After the lesson plan, they will stand ready to answer questions. A scoring rubric, adapted from the *Teacherpreneur Rubric* (Center for Teaching Quality 2012), will be shared before the application. Some headings include

- A well-crafted lesson plan
- Engagement of the audience
- Clear communication skills
- Strong questioning and discussion techniques
- Effective use of research to guide decisions



- Effective assessment choices to guide instruction
- Articulation of effective teaching
- Ability to synthesize and use evidence
- Articulation of expertise

### Selection Teams

The TLC team chose a tiered hiring process: beginning with the **district learning coordinator**, then **learning coaches**, and then **model teachers**. Each committee will contain equal numbers of administrators and teachers. One teacher on each committee will be chosen by the education association.

First, the school will hire the **district learning coordinator**. The team will include

- 4 administrators (the superintendent, 3 principals),
- 4 teachers (1 chosen by each building principal and 1 chosen by the education association).
- None of the teacher members can be applying for the position.

After hiring the coordinator, the **learning coach** team will include

- 3 administrators (the building principal, and 2 other available administrators)
- 3 teachers (the newly chosen **district learning coordinator**, one teacher chosen by the education association, one by the principal).

After the learning coach is hired, the **model teacher** team will include

- 2 administrators (the building principal, and 1 other available administrator) and
- 2 teachers (one teacher chosen by the education association and one by the principal)

### Selection Process

Each committee member will use the rubric to score

1. The written application and letter of recommendation
2. Proof of professional growth shown in a portfolio
3. Evidence of effectiveness on an instructional task

The superintendent will organize the scores and the committee will then discuss the top candidates and reach consensus on a choice for each position.



## Part 7 – Aligned Professional Development

### CAM

All teacher leaders in the CAM District play a role on the district TLC team. They will be involved in the collection and assessment of student achievement data, sharing/analyzing data, focusing instruction to meet student needs, planning for professional development to make changes in instruction, and the re-evaluation and ongoing assessment of data using the cycle of continuous improvement. This will also include sharing out to the stakeholders. Planning for professional development may include working with area AEA staff to align topics; research, plan and deliver professional development sessions for staff, and by documenting progress. Much work will be done to align and carry out the CORE curriculum standards into direct instructional practices in the classrooms. Teacher leaders will drive the process for professional development, as the master and mentor teachers will lead the weekly cluster meetings centered on the 22 teaching strategies within the TAP system. Teacher leaders will pinpoint teaching strategies needing improvement in the classroom, then plan and carry out cluster group activities to focus on the improvement of these skills. Model teachers have possibly the most important teacher leader role, as they provide a strong, effective teaching model to be observed by other teachers.

CAM Community Schools utilize the Iowa Professional Development Model (IPDM) for a continuous cycle of school improvement planning. The IPDM is focused on:

- 1) Collecting and analyzing student data
- 2) Goal setting
- 3) Selecting content
- 4) Designing the process for improving instruction
- 5) Ongoing cycle continues
- 6) Evaluation

CAM Schools are constantly in an ongoing state of collecting and analyzing student data. Analyzing student data allows the district to see student needs and identify gaps in instruction. Teacher leaders determine where we need to focus instruction. It also allows the district to develop the professional development focus for each upcoming year.

CAM Schools have, only recently, been concentrating more on using the student data to determine how to focus our instruction. We have always had a large number of assessments in place, but didn't use the data effectively to narrow our instructional focus. It is our goal to



utilize the regular, weekly cluster group setting through the TAP system to become focused on student needs, studying and practicing solid teaching strategies, then develop a plan and carry it out to create greater student achievement.

Participative decision-making occurs when student data is pinpointed and grade-level instructors are able to point out needs and gaps. In the spring of each year, student data is assessed, then summaries are made of the results. All stakeholders are included in deciding what the focus should be for the upcoming year. These stakeholders include students, teachers, parents, community members, local businesses, and administration.

All teacher leaders involved in the teacher leadership compensation program at CAM Schools will attend initial meetings in the spring of the year selected, with the district TLC committee, to discuss student achievement data, the district's current professional development plan and its goals for the upcoming year. NIET will provide technical assistance. This will include teacher leaders from all levels and departments. TAP system components will be put into place as a professional development plan is developed for 2014-2015. Weekly cluster meetings will be designed around the 22 teaching strategies covered through the TAP system, along with aligning the Iowa Core standards to CAM student learning needs.

The IPDM steps and CAM's academic alignment to them include:

Collecting and analyzing student data – CAM teacher leaders along with the TLC team, will collect student data, analyze and design a plan for making instructional decisions. The TAP instructional strategies will then be aligned to those needs to create a plan for professional development and weekly cluster meetings in 2014-2015.

Goal Setting for Student Learning – CAM teacher leaders will use student data to determine goals for a focus during each weekly cluster meeting, K-2, 3-5, 6-8 and 9-12.

Each cluster meeting will also be designed around a TAP teaching strategy. The teaching strategy will then become the focus of instruction in the classroom during the upcoming week. Follow-up discussion on the strategy happens the following week.

Designing the PD – CAM Teacher Leaders will research and design appropriate topics for cluster meetings, aimed at ensuring students master lacking academic skills. These plans will be carried out at weekly cluster meetings, and through collaboration by all teachers.

Collaboration – Grade level clusters will be spent identifying the specific goals and learning how to attack deficit learning on certain skills. A plan will be put in place, and carried out during the next week in the classrooms.



Implementation – Teacher leaders will support Initial and Career teachers in implementing refined teaching strategies.

Formative Evaluation – Formative data will be collected to document student growth and determine future student needs. This data helps refine student grouping, pinpoint skill areas needing re-taught or a refocus, and re-alignment of instruction.

Program evaluation (Summative) – CAM’s Teacher Leaders will utilize all data collection, including student assessments, walk-throughs, teacher surveys, professional development implementation, etc. to create a summative program evaluation to show the overall results of the TLC system at CAM Schools each spring.

The professional development focus will be targeted at any student achievement areas not meeting goals for the year. For the CAM School District to attain current student achievement goals, action steps include teacher leaders and administration members working together simultaneously using ongoing assessments, collaboration, evaluation, communication and planning. It is a cycle that does not stop.

## East Union

The IPDM is a model for school improvement that contains these components: 1) Collect and analyze student data, 2) Establish goals based on the student data, 3) Select content that aligns to the teachers’ and students’ needs, 4) Design how professional learning will be delivered, 5) Develop these training and learning opportunities with an focus to include collaboration of educators and an examination of ongoing formative student data, 6) Examine the summative data. The cycle is ongoing and does not have an end, as the goals and means to address the needs will always exist, as we strive for high expectations for students and for those who provide instruction. TAP aligns directly with IPDM, as all of these components are present in TAP.

The Teacher Leadership Team (TLT) can analyze student and teacher observation data for persistent areas of weakness. This information informs what professional development will occur. The broad needs of the teachers and the school, as identified by the leadership team, inform the topics for the weekly cluster meetings.

The role teachers play in the creation and delivery of PD:

The master teacher’s primary role is, with the principal, to analyze student data and create and institute an academic achievement plan for the school. Master teachers lead cluster groups (i.e., a professional learning community) and provide demonstration lessons, coaching and



team teaching to career teachers. Master teachers collaborate to identify research-based instructional strategies to share with career teachers during cluster group meetings. They are partners with the principal in evaluating other teachers and then helping to determine additional needed PD.

Mentor teachers are actively involved in enhancing/supporting the teaching experience of career teachers. Through the leadership team, they participate in analyzing student data and creating the schools' academic achievement plan. With oversight and support from the master teacher, they lead cluster meetings, and as a result, mentor teachers also provide classroom-based follow-up and extensive feedback on the instructional practices of career teachers. Planning for instruction is in partnership with other mentor teachers and career teachers, with the input and guidance of the master teacher.

Model teachers provide support to the system by providing “model classrooms” that the mentor and master teachers can help define. Model teachers are not expected to spend additional time coaching their colleagues, but are expected to be actively engaged in learning ways to improve instruction to effectively reach students that results in increased achievement.

Professional development in TAP schools is provided by school-based expert master and mentor teachers. Every week, master and mentor teachers lead career teachers in “cluster groups,” small professional development sessions focused on instructional improvement for increasing student achievement. Cluster groups are grade-or subject-specific and typically have five to eight members. Professional development extends into each classroom as master teachers model lessons, observe instruction and support teachers to improve their practice. In this way the professional development not only focuses on instructional strategies as previous discussed, but is also tied to evaluation results and student assessment data.

Master and mentor teachers use group settings (cluster meetings) and individual opportunities (e.g., coaching; model teaching) to help teachers build their skills. TAP cluster groups are focused on building teacher expertise with specific instructional strategies or tools applicable across the subject matter. The need for specific instructional strategies or tools is identified through analysis of student work from individual teachers' classrooms. Master and mentor teachers use evaluation data (SKR score and value-added data) to analyze areas for improvement across the faculty and for an individual teacher, and address these areas of need in weekly cluster meetings.

These strategies help teachers focus on how students learn and the methods teachers can use to enhance instruction. Master teachers use existing research and experts within and outside the TAP network to select student learning strategies. Master and mentor teachers teach, or field-test, the strategies with students in the school while systematically tracking progress in



the targeted skill. This allows them to model the strategy effectively for teachers. A master teacher may field-test a strategy multiple times, adjusting the instruction until it results in growth for all students.

All TAP teachers are provided the opportunity and resources to improve their skills and raise student achievement. This is particularly relevant for teachers who are not meeting the criteria for effectiveness. Professional development does not end with the cluster meeting. TAP teachers also receive individualized support in their classrooms. This support is based on the needs of the teacher and may vary from lesson planning to a master or mentor teacher modeling the strategy in a teacher's classroom.

As noted, teachers who have demonstrated ongoing effectiveness also benefit from this individualized attention. In their case, support from expert master teachers will serve to further hone their skills in the classroom. Teachers with sustained effectiveness have the opportunity to take on expanded roles and responsibilities as master and mentor teachers.

## Colo-NESCO

One of the operating principles of the Iowa Professional Development Model (IPDM) is that **leadership must be distributed** if it is to be truly effective. Our teacher leadership system design takes this principle to heart by making teacher leaders the backbone of our professional development system.

Teacher leaders, with guidance from administrators and the Professional Learning & Leadership team, will be primarily responsible for planning and implementing professional development. Although not all teacher leaders will be responsible for the delivery of professional development, their input and expertise will be sought and utilized. They will use the IPDM Cycle of Professional Development in their planning for professional development and as a guide for their work with teachers.

Teacher leaders will **collect and analyze data** on the current state of instructional practices in the district through teacher observations, data collected from walk-throughs and the Instructional Practices Inventory, feedback from teachers, and student achievement data. These data will then be used to **set explicit goals** for professional development. Based on both data and goals, **content for professional development will be selected** while adhering to the requirements of the district's guiding principles of professional learning. These are:

- Maintains the focus of professional learning on student learning and operates on the belief that all students can and will learn.



- Respects and nurtures the diverse intellectual, reflective, and leadership capacity of each individual in our schools.
- Includes multiple, diverse perspectives to strengthen the organization and improve decision-making.
- Is planned, implemented, and evaluated collaboratively.
- Is embedded, ongoing, and sustainable at the district and site levels, and differentiated where appropriate.
- Utilizes best available research and data.

Our **design process** seeks to recognize that not all teachers learn in the same way. Our teacher leaders will provide differentiated levels professional development including one-on-one, small group, and whole group opportunities. The state’s cycle of professional development will guide the work teacher leaders do in all settings.

The **Instructional Coach** will provide support at two levels. S/he will be responsible for guiding the professional development of teacher leaders and, with the support of the curriculum director, will lead the planning, facilitation, and monitoring of professional development in the district. S/he will also provide one-on-one and small group coaching for teachers throughout the district that focuses on classroom practice, instructional dialogue, and reflection.

**Lead Teachers** will serve as content area experts and technology integrationists. They will provide demonstrations and observations as well as opportunities for co-planning and co-teaching. Additionally, they will be in the classroom 70% of the time so their classrooms will serve as open observation sites and in-district laboratories for implementing new strategies.

**PLC Leaders** will provide leadership during Professional Learning Community (PLC) meetings. During PLCs, teachers will have opportunities to plan, problem solve, develop materials and lessons, and engage in peer coaching. PLCs will focus on the areas of teaching and learning, student engagement, technology, and assessment. Four critical questions will be examined:

1. What do we expect students to learn?
2. How will we know when they’ve learned it?
3. How will we respond when they don’t?
4. How will we deepen the learning for students who have already mastered essential knowledge and skills?

**Model Teachers** will provide a venue where all teachers can observe high-quality instruction and the implementation of key district initiatives and instructional strategies. This will meet the



mandate called for in the IPDM for all teachers to have multiple opportunities to see demonstrations.

All professional development opportunities will be **evaluated to measure their effectiveness**. This will take the form of observations and direct feedback from staff. We will also monitor the level of teacher implementation and the resulting impact on student achievement. This information will allow us to make both mid- and end-course adjustments to our professional development delivery.

Another vital role for teacher leaders is related to the IPDM's operating principle of **simultaneity**. In the past, it has been a challenge for the district to maintain previous initiatives while implementing new ones. The result has been a feeling among teachers that initiatives will come and go and that they should just keep moving forward with the status quo. The teacher leadership system will provide a venue for vetting both past and present initiatives to make sure they have a history of success in our current areas of need and are research based. They will also support teachers in making connections between initiatives and seeing how they build on and support one another. Finally, teacher leaders will work to ensure that past strategies and initiatives are maintained and strengthened over time.

Using teacher leaders will enable the district to provide coherent, coordinated, high-quality professional development in a variety of settings and with varying levels of support to meet the needs of teachers and the high standards laid out in the Iowa Professional Development Model.

## Okoboji

Okoboji is looking to adopt the TAP model of teacher leadership. Within the TAP model, there are clearly defined teacher leader roles related directly to professional development. We will have both TAP master and mentor teacher leader roles connected to professional development.

Master teachers function in a unique manner relative to the career teacher. Working with the principal, the master teacher's primary role is to analyze student data, as well as to create and institute an academic achievement plan for the building. Master teachers lead cluster groups and provide demonstration lessons, coaching, and team teaching to career teachers. They also spend a significant portion of the day teaching students. Master teachers collaborate to determine and develop the adoption of learning resources and curriculum. The master teachers are charged with "making it happen" by turning the school plan into action. Their primary duties include leadership team participation, research, cluster group planning and implementation, individual growth plan management, conferencing, and classroom follow-up.



Mentor teachers have many of the same responsibilities of master teachers, but the quantity and frequency of those responsibilities is lessened. These include responsibility for planning and facilitating cluster meetings and leadership team participation. Mentors also support teachers with their individual growth plans through co-teaching and co-planning. These areas illustrate the overall day-to-day duties the master and mentor teachers conduct. We will demonstrate flexibility in defining and adjusting the explicit responsibilities to help us meet the specific needs of the students and teachers at Okoboji.

The TAP model for teacher leadership and district professional development mirrors the Iowa Professional Development Model (IPDM) in many ways. As a part of implementing the TAP model, we will establish a district leadership team made up of mentor and master teacher leaders. These teacher leaders, along with building principals, will encompass the leadership team of the district. The leadership team will receive 9 training days prior to the start of the school year from TAP, plus additional support days throughout the school year. These days will be focused on learning how to implement and lead effective professional development for our district. The leadership team will develop a district plan, which will flow into cluster group and individual growth plans. The cluster group and individual growth plans will include the processes and components of the IPDM. These processes and components include:

- Designing process (TAP: Weekly Cluster Meetings);
- Goal Setting and Student Learning (TAP: School Plan, Cluster plan, Individual Growth Plan);
- Selecting Content (TAP: Master and mentor teachers help career teachers select appropriate content to help meet student learning goals);
- Training and Learning Opportunities (TAP: Master and mentor teachers help career teachers select appropriate opportunities to meet student learning goals);
- Collaboration (TAP: Weekly Cluster Meetings and Weekly District Leadership Meetings);
- Implementation (Career teacher implementation of teacher strategies will be monitored by master and mentor teachers);
- Formative evaluation (Master and mentor teacher leaders will provide feedback to career teachers on the implementation of strategies and their effectiveness on student learning);
- Program Evaluation (the school leadership team will evaluate school plans, cluster group effectiveness and Individual Growth Plans on a regular basis. TAP will provide intensive support and training to guide us in this process);
- Developing an Individual Teacher Professional Development Plan (Individual Growth Plans within the TAP model are very comparable to the sample plans outlined for this component of the IPDM).



The components of the IPDM are a proven practice for implementing effective professional development. However, the frequency and fidelity with which the IPDM is implemented is the variable which determines the impact professional development has within a district. We believe the components of the TAP system create a great possibility for us to have a high-quality implementation of professional development in order to have a positive impact on student achievement.

The end goal for all teacher leader roles is to support professional development and individual teachers to improve student learning and achievement. Our local goal for improving learning and achievement is to implement the TAP instructional, individual growth, and professional development effectiveness rubrics to provide quality data for the measurement of our entire teaching-learning process. This data will be used to drive our entire improvement cycle (as based on the IPDM), including the use of TAP Instructional Rubrics to systematically move toward higher levels of instruction in terms of higher order thinking as aligned with the Iowa Core and the competencies of the Iowa Core Universal Constructs. We believe the improved instruction will lead directly to increased local and standardized achievement for our students. Teachers, who improve instruction, as evidenced by data from instructional rubrics and student learning, will also be compensated with performance-based bonuses. This bonus, up to \$500 per teacher, will be made available for every teacher who meets his or her performance goal.



## Part 8 – Evaluation of Effectiveness

### Keota

A) The short-term and long-term effectiveness of the TLC plan will be determined by evaluating the following areas:

- improved student learning
  - measurements will include:
    - standardized test scores (the Iowa Tests and Measures of Academic Progress MAP)
    - college level entrance exam data
    - drop out/graduation rates
    - post-high school plans
- increased consistency in the classroom resulting in improved student achievement
  - measurements will include:
    - (IPI) Instructional Practices Inventory data and study
- the number of initial teachers meeting the eight Iowa Teaching Standards
  - measurements will include:
    - teacher evaluation process
- the number of teachers recommended for full licensure as determined by their Comprehensive Evaluation
  - measurements will include:
    - teacher evaluation process
- reduced teacher turnover/higher retention rate of teachers
  - measurements will include:
    - teacher evaluation process
- success in meeting the district's CSIP short-term goals
  - measurements will include:
    - APR (Annual Progress Report) data
    - AYP (Adequate Yearly Progress) data
    - annual CSIP (Comprehensive School Improvement Plan) assurances update
- success in meeting the district's CSIP long-term goals
  - measurements will include:
    - CSIP data
    - Iowa State Accreditation Visit findings
- completion of PLC Committee SMART goals
  - measurements will include:



- self-assessment rubric
- increased community involvement with the school
  - measurements will include:
    - membership rosters for advisory committees
    - SIAC (School Improvement Advisory Committee)
    - CTE Advisory Committee (Career & Technical Education)
    - participation records for Volunteer Program
    - membership trends in PTO (Parent Teacher Organization)
    - parent/teacher conference attendance trend data
- decrease in students open enrolling out of the district
  - measurements will include:
    - student enrollment trend data
    - open enrollment trend data
- decrease in teacher turnover
  - measurements will include:
    - employment longevity trend data
- increased number of applicants for leadership positions
  - measurements will include:
    - application trends

B) The TLC plan will be monitored by the following components. Each component will give insight into what changes are needed in that area.

- exit survey/interview for mentoring
  - effectiveness of training provided for mentors
  - additional training needed for mentors
  - adequacy of time for mentee collaboration and observation
  - resources available for mentors and mentees
- exit survey/interview for teachers who are leaving the district
  - reason(s) for leaving
  - feedback on district strengths and weaknesses
- evaluations of Committee Leaders by committee members
  - receptive to members' opinions
  - ability to establish and maintain group morale
  - created organized meeting agendas
  - kept members on task to meet goals
  - gave support to members as they worked to meet their goals



- effectively delegated responsibilities amongst committee members
- facilitated communication between committee and Building Leadership Team
- evaluations of Committee Leaders by Lead Teachers
  - effectively communicated committee needs and progress to the BLT
  - effectively communicated BLT goals to their respective PLC committee
  - maintained individual responsibilities as delegated by the Lead Teachers
- evaluations of Lead Teachers by the Committee Leaders
  - effectively communicated committee needs and progress to District
  - effective liaison between the PLC committees, BLT, and DLT
  - planned relevant professional development for the district
  - receptive to input from each PLC committee and BLT
- evaluations of Lead Teachers by administrators
  - effectively communicated committee needs and progress to District
  - effective liaison between the PLC, BLT, and DLT
  - maintained focus on district goals
  - planned relevant professional development for the district
  - receptive to input from each PLC committee and BLT
- reflections by teachers in leadership roles
  - accomplishments in their role
  - areas for improvement in self
  - areas for improvement in the system
    - obstacles faced
  - goals for the future
  - adequacy of training provided
- Padlet Wall (opportunity for staff to leave anonymous comments on the process)
  - informal feedback about the successes and weaknesses of the system

## CAM

“The mission statement of the CAM Community School District is to develop in all students the knowledge and skills required to be life-long learners and responsible citizens in an ever-changing society.”

CAM District Student Learning Goals include:

1.) Each student of the CAM Community School District will demonstrate improved proficiency in reading comprehension.



- 2.) Students of the CAM Community School District will demonstrate skills in science necessary to enter into the individual student's career pathway.
- 3.) Each student of the CAM Community School District will develop skills necessary to be a respectful, responsible, contributing citizen in their community.
- 4.) Each student of the CAM Community School District will become more proficient in 21<sup>st</sup> Century Skills necessary for success in his or her's tomorrow world.

The state of Iowa's TLC goals include:

- 1.) attracting and retaining able and effective teachers with competitive starting salaries and enhanced leadership opportunities.
- 2.) promote collaboration and reward professional growth and effective teaching.
- 3.) improve student achievement.

Given these goals, the CAM School District has a plan for determining the effectiveness of its Teacher Leadership & Compensation plan in 2014-2015. Both short-term and long-term goals are in place for evaluating the TAP system effectiveness at CAM Community Schools.

In the short term, the TLC team will conduct "check points" every three months, to answer the following TLC program questions:

- 1) How many teachers expressed interest in participating in the TLC plan? How many are following through as active, participative members?
- 2) Is there positive support/interest from staff, students, board members, and SIAC members to proceed and move forward with the initiative?
- 3) What do the staff survey results show in regards to our district staff members being willing to try new teaching opportunities?
- 4) What involvement from students, staff, and administration are coming about?
- 5) How do current student achievement goals/needs align to the TAP system?

Over the long term, the district will answer the following questions after year 1 and years 2 and 3 (in the spring of each school year) of the Teacher Leadership & Compensation (TLC) program at CAM Community Schools:

- 1) Has our PD aligned to focus on instructional changes that will help to meet student-learning needs? What data do we have to show this?



- 2) How have our Initial Year Teachers benefited from the utilization of a master/mentor/model teacher? How have Career Teachers benefitted?
- 3) What evidence do we have to show this?
- 4) How have our student learning goals met/not met the AYP goals?
- 5) What feedback are we getting from staff (in the form of survey results at the end of year 1, 2 & 3) that indicate positive or negative results of the TLC program?

The CAM School District will monitor and adjust its TLC plan based on the results of the above-mentioned indicators. Administration will closely monitor the works of the teacher leaders and, through individual evaluations, make adjustments as needed to the TLC teacher roles and professional development plan. Teacher leaders will be required to collect hard and soft data at weekly cluster meetings and informal walk-through settings to use to determine effectiveness of the development of the 22 teaching strategies. Initial and Career teachers will collect their own data to determine growth in student achievement data. District administration, working alongside the TLC team, will determine, at the end of the three-year program, whether or not to continue with the TLC plan.

ALL teachers, including Initial teachers, Master/Mentor/Model teachers, and Career teachers will be asked to reflect at each school year's end, as to the results of the TAP system at CAM Schools. Measurements utilized may include student data, self-reflections, documentation of peer collaboration, cluster minute meetings, evaluations, lesson plans, walk-through results, goals, etc. to reflect on academic learning gains.

The district's TLC plan will be monitored and adjusted by looking at student achievement scores in a variety of formats. Student achievement success can be measured by monitoring achievement trends, over time, on various assessments. CAM's teacher leaders will look to this data to determine growth, and to realign professional development goals for the upcoming school year. CAM's teacher leaders and TLC team will also look at short-term check-point evidence and long-term student achievement evidence to monitor and refine its plan.

Annually, CAM's TLC team, including the teacher leaders, will look at student data, reflection by staff, feedback from stakeholders, alignment from the TAP system and NIET, along with updated state mandates to re-assess its TLC program effectiveness and make plans for each upcoming school year. We will continually study student data, revise teaching practices as needed, implement change, and improve upon teaching efforts for creating greater student achievement over time.



## Van Meter

Teacher leadership roles created in this plan are designed to personalize learning for students, improve the quality and responsiveness of professional learning opportunities for staff, and improve instruction through the implementation of various district strategies and initiatives. Each role supports these goals in slightly different ways. The use of surveys, implementation rubrics, achievement results and observations will help us monitor, evaluate and adjust the TLC plan.

### **Data Informed the Plan**

An annual use of the IPDM 26 point rubric combined with the semi annual use of “Tracking and Assessing Cultural Changes” (*The Power of Professional Learning Communities at Work*, Solution Tree, 2007) have been used since 2007 and fall of 2010 respectively. The data are used to plan professional development and were also used to inform the creation of the TLC plan. These tools will continue to help measure long term goals and change in various components of professional learning opportunities. For example, the two lowest scores in IPDM 26 point rubric: “*Collaborative team meetings structured*” and “*An implementation plan describes what the teacher will be studying and putting in place in the classroom*” were specifically addressed in the creation of the PLC leader role in our district’s TLC plan.

The Professional Learning Community (PLC) model, which uses an inquiry approach to PD supported by collaborative teaming, is one which our district implements to support teachers’ learning. PLC agendas, notes and SMART goal reflections are formative data regularly reviewed to assess the quality of professional learning experiences. Reviews of the PLC notes and agendas reveal conversations focused on planning instead of learning and often not informed by any student data. Inconsistencies exist between teams and some teams’ notes and agendas show little connection to district and building PD. This plan adds leadership roles to support collaborative teams more specifically through the role of PLC Leader.

Research about strong social skills and assets as they relate to maximizing professional capital is a practice to which our district adheres. While strengthening content and pedagogy has an important place in professional learning, so does the ability to collaborate and share ideas with colleagues. Results from the *InsighteX Cultural Assessment* conducted by HumaneX Ventures was part of the district’s data set used to evaluate the social capital of our staff and to set goals for continued support for collaborative teams. Informal tools and surveys administered via GoogleForms allow us to view data quickly and are regularly used, too. These data help us understand staff perception of culture and climate of our learning environment.

An MTSS implementation rubric (created by the district referencing Colorado Dept. of Ed RtI Implementation Rubric) has provided baseline data for the implementation of MTSS. Founding



principles of MTSS are in place, but implementation at the classroom level is not happening on a wide scale. Having teacher leader roles that can model and support the implementation of MTSS will be an important part of the work.

### **Monitoring and Adjusting Plan**

We believe that If we have professional development that is aligned, differentiated and of appropriate intensity, then instruction provided to each student will be engaging, meaningful, personalized, rigorous, and cognitively demanding. The school improvement team (SIT) plans professional development monthly using the formative results from the previous learning experiences (informal surveys, exit tickets, group discussion, and observations). This helps ensure the learning experiences planned for staff are aligned to need and district vision. The Instructional Leadership Team (ILT) made up of the teacher leadership roles added in this plan will review summaries of the informal data collected by SIT. They will also consider teacher retention data and the number of applicants for open positions and analyze formative student achievement data from district wide assessments to measure the effectiveness of TL roles and use these data to make changes as needed throughout the year. This team along with SIT will be valuable in reviewing district and school level data as they relate to the short and long terms goals and make suggestions for school improvement planning including the overall TLC plan.

Short term goals for the implementation of the TLC plan would include:

- better identification of students needing support and the areas in which they need it.
- Increase in teacher survey results around differentiated PD supports
- new teachers to district would be pulled out for specific analysis
- More descriptive PLC notes documenting more consistent, learning focused team conversations

Long term goals for the implementation of the TLC plan include the following:

- improved responsiveness of PD (measured annually by IPDM 26 component rubric, Change in IPI walk through data and feedback from SIT)
- better implementation of district initiatives (measured by the annual use of the IPDM 26 component rubric, MTSS implementation rubric, and district walk throughs),
- increase in student achievement (measured by FAST early literacy assessment, Iowa Assessments and District wide assessments),
- more immediate and prescriptive interventions that help students close achievement gaps in place for students (TIER system data intervention data)

Ultimately, the TLC Plan submitted by our district seeks to improve student learning. Besides state required assessments, we will measure effectiveness by growth in standardized, district



wide assessments (namely, Skills Iowa reading and math benchmark assessments, FAST early literacy assessments and other common grade leveled assessments). While this growth and feedback is less immediate, we expect to see quantitative and qualitative examples of improved student learning.

## Highland

Highland CSD will measure the impact/effectiveness of the TLC plan through a series of measures. The district has established leadership teams, an enhanced induction mentor program, and the peer review process in order to meet the following goals:

- Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
- Retain effective teachers by providing enhanced career opportunities.
- Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
- Improve student achievement by strengthening instruction.

Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities measures.

### Short term measures

Ensure all staff is at minimum salary

Bi-weekly review of collaborative logs

Monthly feedback from new teachers

Monthly feedback concerning the professional development program.

Review reflections sheets from leadership team meetings

### Long term measures

Annually survey mentor/mentee teachers

Annually review retention rates

Annually survey about effectiveness of:

The professional development program

The Induction mentor program



Retain effective teachers by providing enhanced career opportunities measures.

Short term measures

Receive feedback concerning the rigorous process for selecting teacher leaders.

Track the percentage of teacher leaders in the district.

Long term measures

Annually review retention rates of career teachers.

Annually survey of staff concerning opportunities for enhanced career options.

Annually survey teachers concerning job satisfaction.

Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other measures.

Short term measures

Monitor weekly collaboration time from master collaboration schedules

Review monthly progress reports

Review bi-annual data from staff effective collaboration survey

Long term measures

Annually collect and review all data regarding time spent in collaboration

Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation measures.

Short term measures

Ensure at least twenty-five percent of the teachers in the district have a teacher leader role.

Long term measures

Annually review the number of teachers in a leadership role.

Improve student achievement by strengthening instruction measures.

Short term measures

Long term measures



Analyze student data to gauge instructional effectiveness:

- MAP Testing
- Iowa Assessments
- DIBELS Next
- Common formative assessments

Analyze student achievement data for trends over time:

- MAP Testing
- Iowa Assessments
- DIBELS Next
- Common formative assessments

The evaluation team will meet four times per year to gather, organize, and analyze the collected data. The district will make data-informed decisions. The driver of the decisions will be determining students' next steps in learning. Assessment data will be analyzed collectively to inform teachers' next steps. Evidence will be used from multiple measures to determine trends in student learning. Through this process the District will expand understanding of how it can continue to transform in order to ensure success for all students in the District.

Meeting 1 October

- Plan to monitor progress
- Create data gathering tools, documents, etc
- Choose inquiry focus

Meeting 2 (April)

- Using an Effective Data Teams process, analyze data
- Create a plus/delta
- Plan for Problem Solving

Meeting 3 June

- Problem solve
- Plan for next year implementation

Meeting 4 August

- Final preparation for implementation



## Central Lyon

Three sets of existing district goals are included in the Central Lyon Teacher Leadership Compensation Plan. The goals for the statewide TLC system are also incorporated into the Central Lyon TLC plan.

The first two school specific sets of goals are the short and long range goals taken from the recent CPlan and all focus on student achievement. The third set is the district goals for 2013-2014 and focus not only on student achievement, but also on how to produce the optimum environment to help students achieve more.

Relevant student achievement data was gathered and reported in the latest CPlan. From this data the prioritized needs of the students include 1) improve conceptual understanding of fractions for all students as measured on standardized tests; 2) continue to focus on improving inquiry scores as measured by Iowa Assessments; 3) improve understanding of words in context especially in the lower elementary and 4) improve usage and expression, spelling, and punctuation performance as measured by Iowa Assessments, and our multiple writing assessment. From these needs our existing short-term goals were formed.

Long-range goals include having all K-12 students proficient in reading comprehension, mathematics, and science and to use technology in developing that proficiency.

The four district goals include a financial one, an academic goal, a facilities/technology/transportation goal and a professional development, staff expectations and accountability goal.

- 1) The Central Lyon District (CLD) will maintain a strong financial status while continuing to fulfill and maintain the needs of the academic program by providing proper staff levels and regular curriculum revision.
- 2) The CLD will do whatever possible to provide the best education for students of all ages, and all abilities. This includes providing academic programs that analyze the needs of a wide variety of students.
- 3) The CLD will maintain and provide the necessary and most up-to-date physical plant and equipment purchases including good facilities for all programs, above standard transportation fleet, and up-to-date applicable technology. This will be accomplished through rotational spending and continuous upkeep to provide the best possible amenities to the students and staff while utilizing public tax dollars in a responsible and cost-effective manner.
- 4) All CLD employees are expected to perform at the highest levels, to be professional, to be role models for students, to use resources – including technology appropriately.



These all work together to support efforts at improving teaching for the purpose of helping students achieve.

The short term goals will be measured on standardized tests, the Iowa Assessments, our district's locally developed multiple assessments, the MAPS test and 2<sup>nd</sup> assessments. The literacy goals will be measured with unit reading tests, AR, and CBM (Curriculum Based Measurements). The long-range goals will be measured through test scores, graduation rate and ACT scores. The School Board will evaluate the district goals.

The state-wide goal of attracting able/promising new teachers will be reached by promoting success in the district, offering good facilities, offering a growing Iowa community, a 1:1 computer program with 8<sup>th</sup> grade – 12<sup>th</sup> grade students and a plan to expand this to the entire district and a positive network program with area colleges. Other attractions for new teachers and also an incentive for keeping current teachers are test scores that exceed state and national averages in all subject areas. The district's ACT average is 24.0 compared to 22.1 for the state of Iowa. The district also has a high graduation rate and a high percentage of students who go on to secondary school.

A more effective mentoring program will be tailored to the Central Lyon District through the use of TLC funds. This will help meet several of the state goals, i.e. attracting able/promising new teachers, retaining current teachers and promoting collaboration.

Some of the reasons that Central Lyon does not have a big problem with teacher retention are that small class size is maintained, there is an effective after school program, and there is an early literacy program. Learning Communities have developed among the staff. There is very little teacher turnover. There are good employers in town who often hire spouses of staff members. Some of the teachers have family in the area, which also contributes to longevity in the system. The positive reputation of both staff and students contributes to retention of effective teachers.

The statewide goal to promote collaboration among teachers will be met with collaboration days that are built into the calendar. Currently six days are already included. Professional development is encouraged and rewarded with a \$750 incentive and allowing teachers to advance on the master contract schedule with professional development hours. TQPD Teacher Quality and Professional Development allow teachers to earn credit.

The statewide goal of rewarding effective teaching will be met by encouraging effective teachers to apply for leadership opportunities available through the TLC Plan.

**All of the efforts, both in the local context and those tailored to meet the statewide goals are designed to improve student achievement.**



Impact/effectiveness will be determined by multiple methods. The short-term academic goals will be measured by the assessments mentioned with the goals. The long-term academic goals will be measured through trends in Iowa and district assessments. The state goals will be measured through surveys including pre/post and mentor/mentee surveys. Positive teacher retention will be a result of meeting state goals. The TLC Planning Committee will continually monitor the success of all goals, both locally and statewide and will revise the plan accordingly.

## North Linn

### North Linn's TLC Plan Vision and Goals

The vision of North Linn's TLC Plan is to provide all teachers, both new and veteran, professional growth opportunities, support, and collaborative structures that will enhance their teaching effectiveness. Rewarding initiative and competence through enhanced career opportunities will lead to increased student achievement, thus equipping our students with the knowledge needed to be successful in all globally competitive opportunities. Our goals are:

1. To reward professional growth and effective teaching by expanding and strengthening our district leadership teams
2. To bolster the elementary literacy Response to Intervention (RTI) program
3. To provide additional support at the secondary level with reading across the content areas
4. To improve our district-wide technology efforts
5. To increase student achievement by improving instruction

### Part 8A: Measuring the impact and effectiveness in achieving goals described in the TLC Plan

#### Short-term Measures:

- District self-reflection of fidelity of implementation of TLC Plan
  - Identification of things that went well
  - Identification of things that need to improve
  - Creation of an improvement plan for upcoming school year
- Produce a survey to gather both quantitative and qualitative feedback on various efforts and initiatives that are identified throughout our TLC Plan
  - Provides opportunity to quantify the numerical success and impact of our efforts



1. Number of teachers/instructional coaches/leadership team members who engage in classroom observations and the frequency of observations
  2. Number of teachers/instructional coaches/leadership team members who engage in co-planning and the frequency of co-planning
  3. Number of teachers/instructional coaches/leadership team members who engage in co-teaching and the frequency of co-teaching
  4. Comparison of student data in classrooms where teachers frequently engaged in classroom observations, co-planning, and co-teaching versus teachers who infrequently engaged in these practices
    - Allows staff and administration to share more anecdotal information to help us adjust and improve our efforts on an on-going basis
    - Results and feedback shared with various professional development/curriculum leadership groups to identify necessary next steps
- Engage in formative assessment to identify strengths and weaknesses of students, thus enabling teachers, leadership team members, and instructional coaches to provide targeted instruction, focused on the needs and ensuring the success of all students
  - Collect survey data from beginning teachers regarding mentoring support from GWAEA Consortium and leadership team members
    - Identify strengths of support from consortium as well as leadership team members
    - Identify weaknesses and/or additional needed supports
    - Address any weaknesses and adjust TLC Plan accordingly for upcoming school year
  - Analyze quantitative data regarding classroom observations, co-planning, and co-teaching of each instructional coach
  - Analyze beginning, midyear, and end of year universal screening data as well as progress monitoring assessments to guide next steps following the Iowa Professional Development Model
  - Engage in peer review conversations, sharing progress on student achievement and increased teacher effectiveness

#### **Long-term Measures:**

- Summative measures that address level of student achievement will include but not be limited to the following:
  - Iowa Assessments



- Northwest Evaluation Association's Measures of Academic Progress
- ACT
- Critical analysis of our summative data would include the following:
  - Proficiency measures
  - Growth of individual students
  - Growth marks earned at the classroom and grade level
  - Comparing academic growth of students to quantitative data regarding classroom teacher's engagement with instructional coaches to determine if there is a correlation
- Annually completing and scoring ourselves on the *Iowa Professional Development Model District/Building Profile*
- Student Data we will continue to monitor:

### Percent of Students Proficient - Midyear Testing National Standard Score

#### Reading Subtest: Iowa Assessments

Testing Year	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade
2012	75	84.61	84.32	68.08	72	65.39	93.88
2013	80.39	74.58	73.08	82.69	73.91	64.71	78.72

### Percent of Students Meeting Spring Growth Target

#### Northwest Evaluation Association's Measures of Academic Progress Assessments

Testing Year	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	District
2012	46.9	41.7	58.8	58	58.7	62.5	61.2	40.8	33.3	51.23
2013	47.8	42	72.9	48.1	53.8	58.7	56.9	54.2	61.7	55.43

### North Linn Average ACT Scores



Year	Number of Students	English	Mathematics	Reading	Science	Composite
2012	29	21.6	22.6	22.7	23.4	22.7
2013	30	22.8	23.4	22.1	24.2	23.3

#### Part 8B: Monitoring and adjusting the plan based on the results of our measures

- District self-reflection of TLC Plan will allow us to monitor our efforts and determine next steps
- Data analysis following the Iowa Professional Development Model will allow us to monitor our efforts and determine next steps based on student achievement data
- Completing and scoring ourselves on the *Iowa Professional Development Model District/Building Profile* will provide us with the information necessary to determine our focus for leadership teams as we continue to improve instructional practice leading to increased student achievement
- Survey results from new teachers will provide feedback to identify the strengths and areas for improvement as we strive to provide optimal support for our new teachers
- Semi-annual survey results from all teachers will provide leadership team members and instructional coaches guidance as we collaboratively move forward to improve teacher effectiveness and increase student achievement

#### Panorama

The following measures will be used to monitor impact/effectiveness of District Program Goals:

District Program Goals	Short Term Measures of Impact/Effectiveness	Long Term Measures of Impact/Effectiveness
<b>Goal 1:</b> <i>By June 2014 Panorama CSD will offer enhanced career opportunities to all eligible teachers, &amp; 25% of teaching staff (14) will be selected to</i>	Job descriptions compiled  Selection criteria established	# of teachers serving in a leader role each year  Type of leader training provided based on identified prof growth needs



<p><i>serve in teacher leader roles using stakeholder- generated criteria &amp; processes.</i></p> <p><b>Goal 2:</b> <i>During 2014-15 each building will have 7 teacher leaders in place, trained in role responsibilities &amp; supporting teachers' professional growth:</i></p> <p><i>1 Instructional Coach</i></p> <p><i>3 Professional Learning Coaches</i></p> <p><i>2 Mentor teachers</i></p> <p><i>1 Model Teacher</i></p>	<p>Training plan for positions in place</p>	<p>Job descriptions &amp; selection criteria revised based on feedback</p>
	<p>Review Committee appointed</p>	<p>Salaries paid at intended levels</p>
	<p>Application process in place</p>	
	<p>Leader positions posted</p>	
	<p>Interviews scheduled</p>	
	<p>Hiring process completed</p>	
	<p>Teacher leaders hired</p>	<p>Teacher leaders' Effectiveness will be evaluated annually 4 ways:</p>
	<p>Teacher leader trainings completed</p>	<p>1) Documented compliance with job responsibilities</p>
	<p>Minutes from PD planning, teacher leader, &amp; DLT meetings</p>	<p>2) Data from AIW Classroom Implementation Profile</p>
	<p>PD designed to meet learning needs based on data</p>	<p>3) Results of survey of teachers providing feedback on job performance based on criteria</p>
	<p>Frequency &amp; type of collaboration with teachers &amp; mentees using Woodruff Instructional Coaching Scale</p>	<p>4) Performance evaluation with principal based on district Teacher Evaluation System &amp; Teacher Leader Measures of Effectiveness.</p>
	<p>Self-evaluation of teachers' prof growth using AIW Innovation Configuration Map 3 times/yr</p>	<p>Teacher leaders' Professional Growth will be evaluated annually 3 ways:</p>
	<p>Self-evaluation of leaders' professional growth 3</p>	<p>1) Develop 2 - 3 SMART goals on Individual Professional Development Plan identifying areas for growth based on both Iowa Teaching</p>



	times/yr using Teacher Leadership Skills Framework (CSTP)	<p>Standards &amp; Teacher Leader Measures of Effectiveness; measure progress made as part of district teacher evaluation system</p> <p>2) Complete Innovation Configuration Map 3 times/yr, measuring growth on AIW implementation</p> <p>3) Complete Teacher Leadership Skills Self-Assessment (CSTP) 3 times/yr</p> <p>Teacher leaders &amp; Administrators complete School &amp; District Capacity to Support Teacher Leadership Assessment 3 times/year</p> <p>Annual district evaluation of TLC with DLT to include review of job descriptions &amp; leader responsibilities</p>
<b>Goal 3:</b> <i>During 2014-15 all career teachers &amp; mentees will receive ongoing feedback &amp; meaningful support through the TLC system</i>	<p>Frequency &amp; type of collaboration with teachers &amp; mentees using Woodruff Instructional Coaching Scale</p> <p>Self-evaluation of teachers' prof growth using AIW Innovation Configuration Map 3 times/yr</p>	<p>Mentee survey data on perception of effectiveness of mentoring</p> <p>Teacher survey data on perception of effectiveness of TLC program</p>
<b>Goal 4:</b> <i>The % of teachers (new &amp; veteran) retained by district will increase during</i>	Principal formative assessment of mentees' feeling of support &	District teacher retention biennium data comparing 2014-16 to 2012-14



Annual performance evaluations will measure teacher leaders' effectiveness & growth. Monthly & bi-monthly meetings & ongoing data collection ensure TLC goals are aligned with changing needs.



TLC system goals will be revised annually based on data gathered from student achievement results, self-assessments, implementation walkthroughs, recruitment & retention information, surveys, & minutes from meetings with stakeholders.

Annually DLT, including administration, will revise job descriptions & responsibilities for teacher leader roles based on identified needs. Teacher surveys on the effectiveness of the leader positions & teacher leaders' feedback on School & District Capacity to Support Teacher Leadership Assessment (CSTP) will inform DLT on needed changes as system grows & develops.

Monitoring will take place through ongoing communication between teacher leaders & administrators. District administrators will monitor the needs of teacher leaders & provide supports to ensure their success. Documentation of the frequency & type of collaboration with teachers & mentees will drive these data-based conversations along with reflection, observation, & a continuous dialogue regarding the effectiveness of the TLC plan.

Feedback received from informal conversations, surveys, & scheduled meetings with teachers & stakeholders will help to measure the impact & effectiveness of the TLC program.

## Okoboji

The Okoboji School District will use multiple measures to monitor the effectiveness of our TLC plan implementation. Many of these measures and processes are established in the TAP System framework. As the engine to help run our improvement processes, we intend to create master and mentor teacher roles to help us lead professional development focused on improving student learning.

Master and mentor teachers function in a unique manner relative to the career teacher. Working with the principal, these teacher leaders' primary role is to analyze student data, as well as to create and institute an academic achievement plan for the building. They will also lead cluster groups and provide demonstration lessons and coaching to career teachers. Master and mentor teachers will collaborate to determine and develop the adoption of learning resources and curriculum. They are charged with "making it happen" by turning the school plan into action. Their primary duties include leadership team participation, research, cluster group planning and implementation, individual growth plan management, conferencing, and classroom follow-up.

Our master and mentor teachers will structure professional development around 1) the needs of students as identified through classroom assessments; 2) the needs of teachers as identified through classroom observations and student work; and 3) the needs of principals as identified



through needs of teachers and students. Data from students in the school building will be analyzed regularly during TAP Leadership Team meetings and weekly cluster groups to ensure that the professional development remains focused on improving student outcomes.

*TAP Leadership Team (TLT) Meetings.* The TLT analyzes student and teacher observation data for persistent areas of weakness across the campus. The broad needs of the school, as identified by the leadership team, inform the topics for the twice-a-month cluster meetings. For example, in schools with weak scores on reading comprehension, the TLT will utilize or create assessments to isolate specific sub-skills of reading comprehension (e.g., making inferences). The TLT monitors the research of specific student-based strategies and the vetted results to plan for cluster implementation.

*Cluster Groups.* Master and mentor teachers use group settings (cluster meetings) and individual opportunities (e.g., coaching; model teaching) to help teachers build their skills. Cluster groups are focused on building teacher expertise with specific instructional strategies or tools applicable across the subject matter. The need for specific instructional strategies or tools is identified through analysis of student work from individual teachers' classrooms. Master and mentor teachers use evaluation data (SKR scores and value-added data) through CODE to analyze areas for improvement across the faculty and for an individual teacher, and address these areas of need in cluster meetings.

These strategies help teachers focus on how students learn and the methods teachers can use to enhance instruction. Master teachers use existing research and experts within and outside the TAP network to select student learning strategies. Master and mentor teachers teach, or field-test, the strategies with students in the school while systematically tracking progress in the targeted skill. This allows them to model the strategy effectively for teachers. A master teacher may field-test a strategy multiple times, adjusting the instruction until it results in growth for all students.

At each cluster meeting, teachers analyze student work to determine the impact of a previous strategy on their students' growth. Based on those results, they then identify modifications or extensions they may need to provide to their students. Additionally, teachers are required to administer pre- and post-assessments to their students so they can measure progress towards mastering the targeted skill. These assessments are focused on a specific student learning need and are aligned to the Iowa Core.

All teachers are provided the opportunity and resources to improve their skills and raise student achievement. This is particularly relevant for teachers who are not meeting the criteria for effectiveness. Professional development does not end with the cluster meeting. Teachers also receive individualized support in their classrooms. This support is based on the needs of



the teacher and may vary from lesson planning to a master or mentor teacher modeling the strategy in a teacher's classroom. The value of this support is magnified by the fact that the teacher receives guidance from the samemaster teacher throughout the year, ensuring that the master teacher, as the provider of professional development and evaluations, has had an active role in tracking the progress and needs of a specific teacher. Teachers who have demonstrated ongoing effectiveness also benefit from this individualized attention. In their case, support from expert master teachers will serve to further hone their skills in the classroom. Teachers with sustained effectiveness have the opportunity to take on expanded roles and responsibilities as master and mentor teachers.

The measures described above will be used to determine the impact and effectiveness of our plan. Through the regular Teacher Leadership Team (TLT) meetings and cluster meetings, we will be able to monitor and make adjustments to the plan. Short term adjustments can be made in a timely manner through cluster meetings. Larger, big-picture adjustments will be made on an annual basis.



## Part 9 – System Sustainability

### Hinton

#### **Policy and Hiring:**

The current starting salary at Hinton is the \$35,883 which exceeds the minimum state requirement of \$33,500. The Hinton CSD is committed to supporting a salary level that is competitive with other schools in the area so as to attract highly qualified teachers.

The TLC plan will provide enhance implementation of selected initiatives – RTI(MTSS),PBIS, AIW,1:1 technology, and curriculum mapping. Teacher leaders will receive compensation for increased responsibility and time. TLC funds will provide teacher leaders with stipends.

Detailed job descriptions are written for each teacher leadership position. This gives stability and long term continuity to the TLC plan.

The Teacher Selection Committee (composed of two administrators and two teachers chosen by the district association) will implement a fair and equitable procedure for selecting teacher leaders. Using a scoring rubric for evaluating the applicants, they will make recommendations to the superintendent for the ultimate selection of the teacher leaders.

The TLC plan will serve as policy for teacher leadership positions. The TLC plan will be placed in teacher handbooks and formally board approved.

The school board officially approved supporting the TLC plan at their January meeting.

#### **Training and Support:**

The TLC plan will support current initiatives- RTI(MTSS), PBIS, AIW, 1:1 technology, and curriculum mapping/Iowa Core alignment – by providing extended training to teacher leaders, who in turn will support all initial and career teachers through modeling, PD, data analysis and collaboration.

The teacher leaders will be supported by training from the AEA and the State, especially as it pertains to coaching and mentoring. Coaches from Hinton School will participate in training by the AEA on the Kansas Coaching Project. The AEA and the state will continue to provide specific training on the RTI (MTSS) and PBIS initiatives. The AEA, along with the Center for Authentic Intellectual Work, will be instrumental in training the AIW coaches.

Teacher leaders will be encouraged to continue their individual professional growth by seeking training that will increase their knowledge and skills.



Regularly scheduled opportunities for teacher leaders to collaborate as a group will provide support for the TLC program.

### **Feedback and Reporting:**

Collecting feedback for the purpose of evaluation and modification is critical to sustaining any project or initiative over time. Feedback can include various types of data, collaborative discussion, survey results, and comments/suggestions from stakeholders.

Teachers are collecting and analyzing data for RTI (MTSS), PBIS, and AIW.

With the TLC plan, teacher leaders will have the responsibility of ensuring that regular data is collected with fidelity. The coaches will take the lead in the analysis of the data within their PLC teams.

The Curriculum /PD Leader will oversee the analysis of district-wide student achievement data. The analysis is done by teacher leaders, the entire teaching staff, and the DAC. Results of the data analysis will lead to development of district and TLC goals and modifications to the TLC plan.

The Curriculum/PD Leader will also meet regularly with the Instructional Coaches to analyze data from the various initiatives – RTI(MTSS), PBIS, AIW, and 1:1 technology. Coaches will report back to their PLC teams for collaborative discussion on any modifications needed to improve student learning.

In sustaining the TLC plan, it is also important to involve other stakeholders in looking at the data to gather feedback. The Curriculum/PD Leader will present data from the initiatives to the DAC at their regular meetings.

Annual surveys will be administered to initial and career teachers, mentors and mentees, administrators, and DAC members for the purpose of collecting feedback on the success of the TCL plan. Teacher leaders and administrators will consider modifications to improve the plan.

The TLC selection committee will annually review data to determine the productivity of each coach, mentor, and teacher leader before recommending teachers for leadership positions for the next year. This includes but is not limited to:

- Data from RTI (MTSS), PBIS, AIW, Iowa Assessments, Clarity survey, mentor surveys
- Trainings attended by teacher leaders.
- Logs of PLC team meetings held, along with what was accomplished at each meeting.
- Curriculum maps and alignment reports



- Logs of teacher observations; one-on-one teacher collaboration; and modeling strategies in classrooms.

### **Communication:**

Upon approval by the state, an informational article about the plan will be placed in the school newsletter and the local newspaper. Monthly articles from teacher leaders will be placed in the school newsletter.

Teacher leaders will take turns reporting at DAC and school board meetings.

The Curriculum/PD Leader will be responsible for communicating any specific information on concerns or decisions to the teachers. The instructional coaches will also be responsible for communicating with their teams..

### **Current Infrastructure Lending On-going Support to the TLC Plan**

- 90% of the staff are career teachers
- 48% percent of the staff expressed a desire to become a teacher leader.
- 50% of our staff has a Master Degree, demonstrating a desire for continuous learning.
- District initiatives are researched based to improve student achievement, enhance teacher instruction, and place leadership roles in the hands of the teachers.
- A mentoring program is in place.
- PLC teams (RTI, PBIS, and AIW) are in place for collaborative learning.
- Teacher committees have been involved in shared decision making and planning.
- The role of “coach” has already been established for AIW teams with the AEA providing the coaches.

### **Van Meter**

Van Meter Schools is committed to providing teacher leadership opportunities. We currently employ four Instructional Strategists as a district (two in the secondary, and two in the elementary.) Currently, teachers filling these roles work with teachers as models, collaborators and co-teachers; they also work directly with our students who show the most need. We see the TLC plan as a way to enhance our current system. We have adjusted roles for staff to best meet student and teacher learning needs, so our long term objective is to increase leadership opportunities in our teacher leader system.



Teacher leadership roles created in this plan are designed to personalize learning for students, improve the quality and responsiveness of professional learning opportunities for staff and improve instruction through the implementation of various district strategies and initiatives. The use of surveys, implementation rubrics, achievement results and observations will help us monitor, evaluate and adjust the TLC plan.

Van Meter values the role of teacher leaders, best evidenced by the intentional reduction in administration and increase in teacher leadership roles. Even with increasing enrollment, Van Meter Schools had five full time administrators three years ago and today we have only three. Student learning data, staff surveys, and community feedback provide evidence in support of the effectiveness of our current structure. We believe that an even more distributed leadership system will positively affect teacher practices and improve student learning. The instructional leadership support the teacher leaders provide will be a part of the foundation for the district moving forward. The framework we have developed in our plan with the teacher leadership roles including a PD Coordinator/Instructional Strategist, three Instructional Strategists, two Mentors, and up to ten PLC Leaders will help our district build the leadership capacity needed to improve learning opportunities for students.

Each role in the TLC plan supports our district goals and initiatives in slightly different ways. The PD coordinator will help organize the learning opportunities for teacher leaders in a way that builds upon the district professional development outlined for the entire staff. Instructional strategists, a position we have currently, will still be able to work with teachers around identifying and addressing individual student needs while also working directly with students. These roles have supported district initiatives around MTSS and Iowa Core implementation and also serve as a resource for the personalized learning approach the district believes is at the heart of its work. Mentor teachers will be a critical component as our district continues to see growth and hires new staff. Although this role is already in place in the district as well, the TLC plan calls for additional responsibilities like supporting all teachers new to the district (veteran and new to the profession). Finally, the additional layer of PLC leaders provide supports for structured learning conversations (an area our implementation data suggests needs help). These leaders, while in a new position, will help facilitate a well-embedded structure for professional learning in place in our district since 2010.

This plan allows us to create several more leadership positions, and it better enables us to hire staff to replace the direct instructional time we are currently using general fund dollars to support. Though we would envision our district maintaining what we currently have for the foreseeable future, the Teacher Leadership Supplement will allow us to hire 2-3 more full time teachers, another mentor teacher, and up to ten PLC leaders. The leadership positions along with the full time teaching positions added, enable us to impact the quality of support for



teachers, which enhances instruction, improves student learning, and increases opportunities for teachers and students alike. Because much of the foundational work of this plan is already in place and supported by general education funds, Van Meter Schools is well positioned to sustain the implementation of this TLC plan and the additional roles and responsibilities it outlines.

Our current system is fully supported by the Van Meter Community District School Board as evidenced by the approval of the extended contracts for our current instructional strategists and 3/4 instructional time of our mentor teacher. Administration has worked with the district and building leadership teams to devise a system that can be sustained over time through the general fund. However, the Teacher Leadership Supplement will allow us to promote current staff to leadership positions to support teacher professional development and instruction, as well as hire new teachers to provide a more personalized learning experience for Van Meter students.

Ultimately, the VMCSB Board of Directors, district administration, the Van Meter Education Association, and the people hired for the leadership positions will be responsible for the success of the plan. We have created and developed a collaborative work environment that our TLC plan would effectively support. As with all plans, it is only as effective as the people implementing it, and we believe we have a staff of high quality individuals willing to work together to continue to improve learning opportunities for students.

### Lawton-Bronson

The Lawton-Bronson school district will be forging a new and exciting path with this educational opportunity, and we will do everything possible to successfully implement this TLC plan with integrity. All effective implementation plans need specifics. The following will be our tools of implementation:

- Strategy leaders: We will fill two positions known as “strategy leaders.” Our elementary building will utilize one full-time strategy leader, and our secondary building will utilize the other full-time leader. These strategy leaders will be well-versed in core implementation, RTI, both elementary and secondary literacy, and STEM. They will combine this with experience and the urge to better our student’s education. Our strategy leaders will quickly become invaluable.



- Teacher-leaders: We will fill eight positions known as “teacher leaders.” Our elementary building will utilize four teacher leaders, and our secondary building will utilize the other four leaders. The teacher leaders will serve as guides for beginning teachers and teachers new to the district. They will be well-versed in our policies, guidelines, and expectations. They will aid in lesson planning and offer strategies in classroom management. They will work diligently to align curriculum. They will serve these positions without relinquishing any of their teaching duties. Our teacher leaders will be systematic assets to our district.
- Bargaining language: We will use collective bargaining language to create contracts and determine terms of employment, including pay, benefits, hours, and leave.

Good ideas have yielded little without sustainability. Sustainability is broadly defined as meeting the needs of the present without compromising the ability of the future. The following will be our tools of sustainability:

- 1.) The district will put into place a clear set of criteria and protocols for evaluating each position. This will include a summative review by each building administrator, a 360 degree evaluation mechanism for colleagues to offer feedback, and measurable student achievement targets that include both summative and formative assessments.
- 2.) Quality professional development will be provided for each facet of the positions’ job description. Lawton-Bronson will utilize local AEA and state-level resources to ensure that each person in this position is given access to quality professional development to assist them in meeting their job responsibilities.
- 3.) Strategy leaders will make regular reports at local board meetings and provide written correspondences with staff and community throughout the year. These practices will help the positions become known and familiar to all staff and parents within our system.

These positions will be sustained to the capacity in which they are defined, evaluated, trained, and incorporated with fidelity within the system.

## Earlham

a) The TLC team has created a plan to implement the Teacher Leadership and Compensation system with integrity for the 2014-15 school year. The plan includes:

- Rigorous selection process with selection committees in place that include teachers and administrators



- Clear outline of requirements, qualifications, preferred qualifications, and responsibilities for each role
- Evaluation system with rubrics created that directly correspond to role responsibilities, expectations and effectiveness
- Peer reviews
- Compensation that is enticing and warranted for increased leadership duties and time commitments
- Variety of leadership roles and levels of leadership

Our district has a very active District Leadership Team (DLT) whose members take a leading role in planning and facilitating professional development, conducting peer observations and providing feedback to colleagues on their teaching practices, and analyzing building and district professional development with the IPDM profile rubric. Teachers have been collaborating in CLTs for the past four years. Additionally, our district has several other active committees, such as PBIS, SIAC, and a Technology Committee, on which our teachers have active roles in making decisions that impact our building and district. Adopting a Teacher Leadership Compensation System will be a smooth transition because our teaching staff is very comfortable with the idea of distributive leadership.

Teacher support of the plan and built-in checks and balances will aid the sustainability of the TLC plan. Checks and balances are included to assess and evaluate the effectiveness of the plan. This will allow for system changes, should the following measures warrant it:

- The DLT will facilitate a bi-annual review of the implementation of TLC Plan with the Community TLC Stakeholder Committee, TLC team, Administrative Team and PK-12 teachers through informational presentations and discussions.
- The administrative team will facilitate a quarterly review and assessment of people filling the leadership positions, and recommend additional training, resources and supports as necessary for teachers to grow as teacher leaders.
- The DLT will complete an annual review to determine the appropriateness of resource allocation. Funding allocated to each role will be reviewed to see if teachers are properly compensated for the level of responsibility and amount of time devoted to the leadership position. Resources allocated to teacher leader training, including additional contract days and the amount and types of professional learning offered to teacher leaders, will also be examined to determine if changes need to be made to better compensate and/or prepare teacher leaders for their roles.
- The DLT will complete an annual review of leadership roles as part of a coherent instructional improvement strategy. During this review, the team will look at data to determine if other roles are needed to advance district initiatives and increase



leadership capacity among staff or to more directly impact student learning and achievement. The number and types of roles offered will also be analyzed to see if staffing is commensurate with district needs. The cohesiveness of the leadership roles will also be examined to ensure that the collaboration between leadership positions is effectively moving the district toward reaching student achievement goals.

- The DLT will analyze feedback obtained from monthly professional development surveys completed by staff to determine effectiveness of the delivery of professional development, the content of professional development, and the collaborative efforts of CLT Facilitators, Technology Integrationist and Instructional Coaches.
- The administrative team will review monthly logs of staff interactions by Mentor Teachers, CLT Facilitators, Instructional Coaches and the Technology Integrationist along with agendas/minutes from CLT Facilitators to determine if leadership roles are being implemented with integrity and being fully utilized.

The monitoring and evaluation process described above will be a transparent process overseen by our administrative team, consisting of the curriculum director, two building principals, and superintendent. Our district also plans to seek assistance from the Heartland AEA when necessary to improve or provide professional development for our teacher leaders.

Communication with stakeholders is a vital piece to sustainability; therefore, the district has plans to communicate regularly through the school website, district newsletter, local newspaper, and public forums to keep all stakeholders informed about plan implementation and effectiveness.

b) After careful consideration and feedback from the administrative team, DLT, and Community TLC stakeholder committee, the TLC team decided against partnering with another district within the Heartland AEA to implement our TLC plan.

## Rock Valley

The district is fully capable and ready to implement and sustain the Teacher Leadership and Compensation Plan. Many of the pieces necessary to implement the plan are already in place. **The current infrastructure includes:**

- **The district already employs one full-time instructional coach** in the role of technology integrationist. When the district adopted a one-to-one computing program, the district hired a full-time technology integrationist. Hiring a full-time integrationist demonstrates the district's commitment to providing professional development to



implement and sustain programs. Our current coach works with teachers K-12 to develop instructional skills with technology, but also assists with other instructional strategies and serves as a mentor to new teachers. Having a teacher leader on staff currently, the entire staff is already comfortable with the concept and embraces the impact these positions have.

- **The current instructional coach already participates in the development and implementation of professional development.** As the technology integrationist, our coach leads bi-monthly Web Wednesdays to help staff learn about technology and web 2.0 tools to use in their classrooms. The coach has lead other professional development, including a course beginning February 2014 that will be offered for college credit.
- **The district currently has a mentoring program in place.** The district currently uses the AEA mentoring and induction program with new teachers. New teachers are also provided two additional days at the beginning of the year. All teachers are provided the opportunity to visit other classroom teachers to observe the instructional practices of other teachers. The TLC program will enhance our capacity to allow teachers to grow from each other through the study of research-based teaching strategies.
- **The district volunteered to be a part of the state pilot program on early reading intervention (TIER).** Staff has already been trained on the implementation of the FAST and IGDl assessments. The use of teacher leaders will enhance our ability to understand the results and be better equipped to address student needs. Our willingness to be a pilot district for the state program represents our commitment to implement research-based programs that can have a positive impact on students achievement. It also demonstrates our staff's willingness to be innovative.
- **The district currently utilizes Authentic Intellectual Work (AIW) for its professional learning communities.** Having a full-time person on staff trained as the AIW coach will enhance our ability to implement the program with fidelity. The coach will provide ongoing feedback and formative evaluations for mid-course adjustments and sustaining the program.

#### **Needed Infrastructure:**

The district has a variety of types of data at its disposal. Currently, there is a lack of cohesion in our use of data. We need to better understand the types of data we have, how to interpret them, and how they fit together. Our district leadership team is working on a plan to bring more cohesion to our district's use of data. A plan to use data teams will be in place for the fall of 2014. Having been a SINA middle school for two years and a SINA elementary school for one year, it is critical we gain a better understanding of the data at our disposal and how to use it to



improve student achievement. A leader in the use of data would provide the clarity our staff needs and have a positive impact on student achievement.

### **Persons Responsible:**

*Superintendent* - The superintendent will be responsible to continually provide the vision for the Teacher Leadership Program. As the leader of the district leadership team, keeping lines of communication open amongst all leaders will be critical as all in the district adjust to a new leadership environment. Keeping all stakeholders apprised of the program will be an important role of the superintendent.

*Principals* - The principals will play a key role in the success of the teacher leadership program. A new type of leadership will be vital in a greater shared leadership environment. Working with teacher leaders on a regular basis, they will be essential in the development of teacher-leadership skills. Helping classroom teachers understand the roles of the leaders will be important in the development of the program.

*Teacher Leadership* - All leaders will be important as the district transitions to the TLC program. Using their skills and passion, they will work one on one with staff to build relationships and trust to focus on the key elements of the TLC program. Having a current teacher leader employed full-time will make this transition easier. The current teacher leader will be able to help others understand what their role encompasses outside the classroom, how to structure their day, and the skills necessary to work with adults successfully.

### **Future Sustainability:**

As a district already employing teacher leaders, the district clearly has the ability to sustain the program into the future. With a net of over 70 students through open-enrollment, the district has the ability to expand the program as well. Funding that would follow our open-enrolled-in students would allow us to add more teacher leadership positions in the future. At the current time, there are no plans to share leadership positions with neighboring districts. However, should funding be cut in the future, strong working relationships with neighboring districts exist would provide the cooperation necessary to work together.

Other means to contribute to the sustainability of the program include providing on-going training to instructional coaches. Coaches will be trained using *Taking the Lead: New Roles for Teachers and School-Based Coaches*, by Killion and Harrison. The community will be kept abreast of the program through the superintendent's regular "Rock Talk" newspaper articles and through communication with the school board and SIAC.



## Wapello

### Capacity

Wapello Community School District (WCSD) is well-positioned to support our Teacher Leadership and Compensation (TLC) plan.

WCSD has a relatively young staff. The average age of our faculty is 40.2 years. Our hope is that teachers will assume leadership positions, find success in these positions, and make the long-term commitment to spend several years in a particular position. We believe that longevity in a leadership position will promote stability for the program.

Our plan calls for four Mentor Teachers, two in each attendance center. We currently have almost a dozen faculty members who have been trained as mentors. Our plan calls for Model Teachers in both buildings. We have many faculty members in both buildings who have received intense professional development training in Daily Five Reading, technology integration, Iowa Core, classroom management, formative assessment, and data analysis. Our plan calls for a Literacy Coach. We currently have 19% of our faculty who have their reading endorsement. Finally, our plan calls for a Curriculum Director. We have a handful of staff members who have experience in curriculum work. Admittedly, this is not an area of strength for Wapello Community School District currently. However, our TLC plan will provide us with an opportunity to strengthen this much needed area. We believe that our proposed plan will allow people to make use of the strengths they currently possess. We hope this increase our pool of applicants for the various positions and also encourage people to remain leadership positions for as long as they are successful.

Our plan also allows for our teacher leaders to return to the classroom full time, should they decide to do so. If the decision to return to the classroom is made within two years, the teacher will be able to return to the same teaching assignment they previously held, contingent upon the terms of the Master Agreement. If the decision to return to the classroom is made after two years, the teacher will be able to resume a full time teaching position, contingent upon the terms of the Master Agreement, but is not guaranteed the same teaching assignment they previously held. Our intention is to provide people with the motivation to take a chance and try something new. If teachers know they have the opportunity to return to the classroom with no financial penalty, we hope that more and more people will be willing to consider applying for leadership positions.

### Sustainability



WCSD's TLC plan has the support of the following groups. Each of these groups will also have responsibilities for sustaining support for the program.

**School Board:** Our school board members have been made aware of our plan and have verbally indicated their support for it. We will continue to maintain this support by making TLC a regular portion of each board meeting. Board members will be able to see the benefits to our students that are a direct result of this program.

**Superintendent:** The superintendent is completely committed to the proposed TLC program. He has been a part of all of the planning meetings and has taken an active role in the writing of our plan. The superintendent will ensure that appropriate professional development is made available, including role-specific training for each of our teacher leaders and also whole staff trainings. The superintendent will be a member of the Instructional Council, the group charged with oversight of the TLC plan. The superintendent will also work with the Wapello Education Association to address any contractual issues that may arise as a result of this program. Most importantly, the superintendent will actively support the day to day efforts of the teacher leaders by meeting regularly with the Curriculum Director, Instructional Coach, Model Teachers, and Mentor Teachers.

**Building Principals:** Building principals are excited about the TLC plan and the possibilities it opens for real long term teacher improvement. Each has expressed their deep commitment to carrying out their roles. Building principals will foster a climate of support for our teacher leaders. In addition, they will develop a schedule that allows faculty to take advantage of the new resources that will come with our teacher leaders. For example, faculty will need to be released from teaching duties in order to visit Model Teacher classrooms. Mentor and beginning teachers will need to be released from teaching duties in order to observe each other. Faculty will need to be given time to meet with our Literacy Coach and our Curriculum Director. The building principal will monitor and ensure that the literacy strategies are being implemented with fidelity and that all of the information from the teacher leaders in their building is being used properly by all faculty members. Building principals will be members of the Instructional Council, the group charged with oversight of the Teacher Leadership and Compensation system.

**Wapello Education Association:** The Wapello Education Association has been a partner in this process since the very beginning. They will monitor the terms of the master agreement and ensuring that our TLC plan adheres to the agreed upon master agreement language. The Wapello Education Association president and chief negotiator are members of the planning committee.



Instructional Council: The Instructional Council, which serves as our district leadership team, will monitor the operations of the TLC plan. This group will work collaboratively to address issues that may arise and to determine appropriate professional development that will support the TLC plan.

Teacher Leaders: These people have the most important responsibility in terms of sustainability. They will work with the administration to ensure that the program is operating smoothly. They will make the level of commitment necessary to perform their new roles in a way that demonstrates professionalism and a desire to help all teachers improve their craft.

### Maquoketa Valley

During the past 4 years, our district has purposefully reviewed district initiatives, developed logic models, and prioritized our structures, processes and initiatives to create a focused, coherent, synergistic strategy for school improvement. Through the implementation of this strategy, several structures have been put in place that will allow us to support the sustainability of our TLC plan over time.

2010-2011: We began implementing the Iowa Core. This work prompted us to increase collaboration among teachers, found through Professional Learning Communities. Our district made the commitment to train staff in the PLC model and nearly one-third of district staff attended a PLC institute in the summer of 2011.

In the fall of 2011, weekly team meetings were held at the elementary level to begin analyzing student data and defining an ensured, viable curriculum. This expanded to include weekly team meetings among secondary staff following another summer institute in 2012.

The work of PLC teams led the district to understand the need to identify and address the “gaps” between struggling students and their peers. That led our district to participate in a two-year training provided through the AEA in the Response to Intervention (RTI) model. A team of K-8 teachers, counselors and administrators collaboratively developed a systematic way to respond to the needs of every student. Implementation of this system began in 2013.

As these initiatives gained momentum, the need to increase instructional effectiveness was evident. We began implementing the Characteristics of Effective Instruction by studying the components of Assessment for Learning with its emphasis on formative assessment. This is a key component in the PLC model with its use of common formative assessments to analyze core instructional needs as well as the needs of the struggling student in the RTI process.



The district selected Rigor and Relevance as its second Characteristic of Effective Instruction. To assist in this work, and to increase the effectiveness of team meetings at the secondary level, the district began training a pilot team in the Authentic Intellectual Work model in the fall of 2013. This team will assist in the expansion of AIW work throughout the district.

The careful construction of these structures and initiatives leads to the undeniable sustainability of our TLC plan. Our emphasis on effective instructional practices and analysis of student data, strengthened by the underlying structures of a cohesive district strategy, Professional Learning Communities, Response to Intervention, Authentic Intellectual Work teams and long-term professional development focus will be enhanced by the proposed positions of intervention strategist, instructional coaches, technology coach, and AIW coaches. Our district has had, and will continue to have, a commitment to the mentoring of initial and new teachers to our district as a way to support quality teaching and improve content and pedagogical knowledge of the initial teacher.

Sustainability can also be developed through future action. It is the commitment and responsibility of the TLC committee, district administrators, and Board of Directors to keep a clear, targeted focus on the key purpose of each teacher leader position and its corresponding roles and responsibilities to allow them to be achieved with fidelity. Being careful to avoid adding increased responsibilities beyond the defined scope of the position will prevent the erosion of the intended responsibilities for the teacher leadership positions. This will maintain the fidelity and the sustainability of the plan and its proposed positions.

Current professional development initiatives also ensure the sustainability of the teacher leader positions. These include: 1) increasing collaboration through PLCs and AIW, 2) increasing effective teaching strategies including Characteristics of Effective Instruction, 3) implementation of Iowa Core standards, 4) addressing individual student needs through Response to Intervention. The proposed positions directly support the attainment of these initiatives to which our district has been committed for some time.

We continue to build upon our already-existing structures and initiatives to support and sustain the TLC plan. With future anticipated participation in the Teacher Advancement Program (TAP) and the ongoing support provided through that training, assistance from the Department of Education and the Area Education Agencies, and in-district support through collaborative team meetings and a built-in support network, teacher leaders will be able to sustain their efforts.

Several key staff will be responsible for the success of this plan. Training and support provided by the DE and AEA are necessary for teacher leaders. The Board of Directors, in partnership with the superintendent, will continue to ensure the alignment intended and enacted roles and responsibilities, as well as commit time for training and implementation. The school



improvement coordinator will facilitate team meetings among teacher leaders, provide organizational assistance in maintaining the underlying structures, and collaborate in development and delivery of professional development to remain aligned to the purposefully designed strategy for school improvement. Building administrators will encourage full utilization of the roles by their staff and support the teacher leaders in carrying out their responsibilities. The TLC team members selected to participate in the selection and evaluation process will ensure that quality candidates are selected for these positions, rigorously evaluated, and the quality of the teacher leadership system is maintained. The expertise and interpersonal skills of the selected teacher leaders are a key to its success. Ultimately, the success of the plan lies in the acceptance of these roles by staff and their willingness to utilize the proposed teacher leaders positions to continue the district focus on results and a collaborative culture.



## Part 10 – Aligned Budget

### Delwood

We believe that implementing the Teacher Leadership Compensation Plan at our school will open the door to many more leadership opportunities for teachers and ultimately make a positive difference in our student achievement. We are all excited about this possible grant opportunity for our school district and believe that our budget will need to reflect our district's current priorities, including our initiatives in the Phase One and Multi-Tiered System of Supports, early literacy instruction and aligning instructional practices to the Iowa Core, however we see these initiatives as aligning perfectly with the Teacher Leadership Grant funds and goals.

Our plan for the budget of 212 students (district enrollment) multiplied by \$308.82 per student, equaling \$65,469.84 for our teacher leadership program, would be the following:

We would hire a full-time instructional coach to work with providing additional guidance in one or more aspects of the teaching profession to teachers, including the formulation of action plans to address instructional areas for improvement to ultimately increase student achievement proficiencies, targeted to literacy in year one. Our biggest cost will be to replace our selected instructional coach in the regular classroom, so we would need to hire an additional teacher in the building. In addition, we will fund the model and mentor teachers to improve the entry into the teaching profession for a new teacher and improve effective instructional practices for career teachers. All professional development and training for our teacher leaders would be funded through the Teacher Leadership Grant, so all teachers would be paid for their additional hours and training. All salary supplements for our teacher leaders would also come out of the Teacher Leadership Grant.

We would first budget for the minimum salary requirement, by making sure all full-time teachers would receive a salary of at least \$33,500. We are allocating \$2,000 to cover the cost of this salary increase. At present, we have only one teacher who falls below the \$33,500 minimum salary requirement.

We would make sure all salary supplements for teacher leadership roles were funded, would cover the costs for time teacher leadership roles are not providing direct instruction in the classroom, cover the costs when teachers are out of their classrooms to observe or co-teach with another teacher, provide professional development related to the leadership pathways and cover other costs associated with the approved teacher leadership and compensation plan. We've allocated \$2,800 each to the mentor and model teacher, who would have their contracts extended an additional 7 days, to attend professional development opportunities during the summer to increase their knowledge of effective teaching practices. The instructional coach selected would have an additional 15 contract days, a salary supplement of \$6,000 and would also attend professional development opportunities to increase their knowledge of systemic change, effective teaching practices and effective collaboration. We would need to hire an



additional classroom teacher to replace our selected instructional coach and we've allocated \$48,500 for this position. We've also allocated \$3,300 for professional development for all three teacher leaders, to attend regional workshops, conferences or trainings that would help them with their knowledge and skills to be effective leaders in our system. The total allocated to our district, according to our 2013 certified enrollment would be \$65,469.84. We would allocate \$65,400 to our TLC plan, with \$69.84 left unbudgeted.

We do whole-grade share our 7th-12th grade students to a neighboring district, so eventually we would need to send forth any TLC dollars that our middle and high school students generated, depending on when both districts had their TLC plans approved, so this could affect our TLC budget in future years. We also know that our budget will be affected by our open enrolled in and open enrolled out students, but we also know how important this plan is to establishing a more effective system of supports for teachers, so we do not see budgetary issues as a concern that would change our plan.

We realize that since we are such a small school district, our district's General Fund may have to be used to help cover some of the extra costs associated with this leadership plan, but we also realize the great opportunity this leadership plan gives our teachers and ultimately the great education our students will receive because of this plan. We believe the assessment and progress monitoring work we are doing through the state's Phase One program and improving the rigor of our lessons and instruction with the implementation of the Iowa Core that our district is perfectly aligned to the goals of the TLC grant. We know that the one component that we still need to strengthen is the effectiveness of our instructional practices across all grade levels. The TLC grant would give us the impetus to make the needed changes systemically, in a collaborative and effective manner so all students could have the benefit of a quality system.

We see at least 25% of our teachers involved in teacher leadership roles beyond the initial and career teacher levels. Within our small district, our teachers are used to taking on additional leadership roles, this TLC grant would give these teachers the additional time needed in each classroom to make systemic change in our district. We already have several teachers that are very interested in additional leadership opportunities in the district and these teachers are also interested in additional professional development opportunities this summer to increase their own expertise and knowledge in instructional practices that increase student achievement. We strongly believe that it will be through this collaborative effort that we will make a positive difference in our building's student achievement growth and are ready and willing to be a part of this teacher leadership grant!

## Earlham

The chart above outlines an estimated budget for the use of Teacher Leadership Supplement Funds to support our TLC plan.



We have allotted \$10,000 to raising the minimum salary to \$33,500. There are ten teachers currently below this level, and it will cost \$1000/teacher to raise their salary. This increase will be another incentive for new teachers to join our district.

\$59,500 covers compensation and additional contract days for 18 leadership roles in the district as described in the chart below. Leadership duties are fulfilled during professional development time, before, during or after school hours, or during prep periods. The salary supplements cover the additional leadership responsibilities leaders will be undertaking. The additional contract days are included to train teachers for their new leadership roles and to allow for additional time for the teacher leaders to complete their job responsibilities.

### Compensation for Teacher Leadership

Role	Additional Contract Day(s) (paid per diem=average of \$200/day)	Compensation	Estimated Total Compensation/Person	Number of Positions	Total
CLT Facilitator	1	\$1800	\$2000	10	\$20,000
Mentor Teacher	2	\$1500	\$2000	5	\$10,000
Technology Integrationist	10	\$3500	\$5500	1	\$5,500
Instructional Coach	10	\$10,000	\$12,000	2	\$24,000

In order to allow the Instructional Coaches and Technology Integrationist the time necessary to fulfill their job responsibilities, the district will need to hire 2.5 full-time employees to fill positions vacated by teachers taking the Instructional Coach and Technology Integrationist positions. We estimate a \$50,000 salary for each full-time teacher and \$25,000 for the half-time position.

The remaining \$4605.52 is reserved to cover costs associated with training teachers for the leadership roles. This could include covering transportation costs to attend off-site trainings, registration fees for role-specific training, such as a cognitive coaching class for Instructional Coaches, or paying for substitutes if Mentors or CLT Facilitators need coverage for their classes in order to attend necessary trainings.

Distributing compensation in this manner will allow us to develop leadership opportunities for exemplary educators that will improve instructional practices and increase student achievement. We believe that if we recruit, develop, and promote excellent teachers and support new teachers in our district by raising the minimum salary, providing supports and



professional growth opportunities for new and veteran teachers, then professional satisfaction and student learning will increase.

The budget reflects the commitment we have to structuring time for collaborative work between teachers and teacher leaders to positively impact student achievement. We also believe that we are giving highly effective teachers opportunities to grow by offering 18 meaningful, differentiated leadership roles to 60 teachers, which provides opportunities for 30% of our staff and comprises just under 30% of our budget for compensation.

Teachers leaders will contribute focused leadership and supports for providing differentiated, meaningful professional development for all staff both during and outside contract hours. Increasing the amount of staff access to the assistance provided by these teachers was a priority; therefore, it was vital we budget a portion of the funds to cover the hiring of new teachers so Instructional Coaches and the Technology Integrationist would not be tied to their own classrooms in terms of time and responsibility.

The budget also reflects our commitment to improving instructional practices grounded in the Iowa Core through collaboration and feedback by allocating resources to CLT Facilitators and Instructional Coaches.

Our budget reflects our goal of allowing teachers to receive more frequent training, collaboration and feedback opportunities in order to grow professionally. We accomplish this through providing resources in areas that we believe will positively impact student learning and achieve the mission of our plan.

## Maquoketa Valley

Student learning is at the heart of school improvement and professional development efforts. Our goal is to increase student achievement through:

- 1) Increase teacher collaboration through the work of professional learning communities and Authentic Intellectual Work
- 2) Increase effective teaching strategies through professional development focused on characteristics of effective instruction, formative assessment, content area reading, literacy strategies and mathematical practices
- 3) Implementation of Iowa Core standards focused on ‘unpacking’ standards and developing unit plans to align intended, enacted and assessed curriculum



4)Addressing individual student needs through the development and implementation of a Response to Intervention system.

Our local data, in combination with our district goals, determined the leadership positions that are outlined in our proposal. These positions require the following budget allowances:

**Intervention Strategist (.5 FTE K-4 and .5 FTE 5-12 positions) - \$64,048**

- Facilitate development of individualized student plan, develop necessary materials, assist teacher in plan implementation, monitor ongoing student progress, provide intensive interventions as needed, and evaluate plan effectiveness
- Assist in professional development design and delivery with an emphasis in research-based strategies to increase student learning
- **\$5,000 per position in increased compensation which includes extended contract of 5 additional days**
- **\$27,024 per position to hire a replacement in the classroom for the teacher leader (includes salary, insurance, FICA and IPERS)**

**Instructional Coach (.5 FTE K-6 and .5 FTE 7-12 positions) - \$64,048**

- Support implementation of best/effective practice through observation, modeling, co-planning, team-teaching, and providing ongoing support
- Assist in professional development design and delivery with an emphasis on student data analysis, identification of areas for improvement within core instruction, investigation of research-based strategies to increase student learning and teacher effectiveness
- **\$5,000 per position in increased compensation which includes extended contract of 5 additional days**
- **\$27,024 per position to hire a replacement in the classroom for the teacher leader (includes salary, insurance, FICA and IPERS)**

**Technology Coach (.5 FTE K-12) - \$32,024**

- Support implementation of best/effective practice in the use of technology through observation, modeling, co-planning, team-teaching, and providing ongoing support
- Assist in professional development design and delivery with an emphasis on strategies and applications related to technology to increase student learning and teacher effectiveness
- **\$5,000 per position in increased compensation which includes extended contract of 5 additional days**



- **\$27,024 per position to hire a replacement in the classroom for the teacher leader (includes salary, insurance, FICA and IPERS)**

**Authentic Intellectual Work Coach (5 positions grades 7-12) - \$5,120**

- Serve as an “anchor” member facilitating 1 of 5 PLC teams
- Assist in professional development related to implementation of AIW standards
- **\$875 per position in increased compensation for one extended contract day per week**

**Mentor Teacher (K-12) - estimated 2 mentor teachers at \$2,332 per year**

- Provide individualized mentoring to initial teachers for two years by supporting quality teaching, improving content and pedagogical knowledge of initial teacher
- Assist in professional development by providing support to initial teachers in district implementation of district initiatives
- **\$1000 per year for two years in increased compensation for two additional contract days and one extended contract day per week**



## Year 2 TLC Exemplars Less than 1000

This document includes the narratives from several school districts with fewer than 1,000 students that scored 9 or 10 on the listed part of the application. While the Commission on Educator Leadership and Compensation gave each of the parts below a high score, these examples should not be considered the full range of acceptable approaches to each part of the application; school districts could design an approach for each part of their application different from those described below. This document is simply a resource as school districts develop a Teacher Leadership and Compensation plan that is tailored to their local context and aligned with the statewide vision of Iowa's TLC System.

### Contents

Part 1.....	157
Stratford.....	157
CAL .....	159
Audubon.....	160
Iowa Valley.....	163
Central Lyon .....	165
Wilton.....	167
Eastern Allamakee .....	169
Collins-Maxwell.....	172
 Part 2.....	 175
Cardinal .....	175
Hinton .....	176
North Fayette.....	179
Northeast .....	181
 Part 3.....	 185
Gilmore City-Bradgate .....	185
Lisbon .....	186
Cardinal .....	187
Central Lyon .....	188
Springville.....	189



Part 4.....	193
United .....	193
Baxter .....	196
Nodaway Valley.....	198
Collins-Maxwell.....	200
North Cedar.....	202
 Part 5.....	 205
Stratford.....	205
West Branch.....	209
Cardinal .....	214
Northeast .....	217
North Linn .....	222
North Cedar.....	226
Maquoketa Valley .....	229
Hinton .....	233
 Part 6.....	 237
Highland .....	237
Collins-Maxwell.....	239
Okoboji.....	241
North Fayette.....	243
 Part 7 .....	 246
Okoboji.....	246
 Part 8.....	 248
Okoboji.....	248
Cardinal .....	249
North Linn .....	251
West Branch.....	253
Central Lyon .....	256



Part 9..... 258

West Branch..... 258

Stratford..... 260

Audubon..... 261

Cardinal ..... 264

Hinton ..... 267

North Linn ..... 269

Northeast ..... 271

Collins-Maxwell..... 273

Maquoketa Valley ..... 275

  

Part 10..... 278

Audubon..... 278

Cardinal ..... 280

Northeast ..... 282

Collins-Maxwell..... 283



## Part 1

### Stratford

Stratford Community School District (Stratford) is a small rural district with 11 teachers. When we received the planning grant to develop our Teacher Leadership and Compensation (TLC) plan, we opted to utilize our School Improvement (SI) leadership team which includes Andi Berglund, Deb Bergman, Karen Mason, teachers, Catherine Bergman, parent (not employee), and Sarah Binder, administrator. For the last five years, this team has focused on analyzing the data on student and staff needs and planning the necessary professional development (PD) to support instructional improvement and student achievement at Stratford. Tricia and Kevin Rose, parents and SIAC members, commented, "When teachers moved from single grade level sections to multiage classrooms with co-teaching, it demonstrated the district commitment to creating a system so ALL students are successful. Teacher leaders paved the way for all staff to see how successful students could be. The TLC proposal will reward teachers for taking bold steps to serve students and the Stratford community- teachers working with teachers to improve education for ALL students."

Year I- The SI leadership team spent 26 hours studying the research and sharing information with the School Improvement Advisory Committee (SIAC), the staff and the School Board. Year II- The SI leadership team spent 40 hours sharing information and gathering input from SIAC, the staff and the School Board. Stratford SIAC committee includes 13 community and business representatives, 19 parents, and 4 secondary and post-secondary students.

Planning sessions included assistance from Prairie Lakes and Heartland AEAs. Retired teachers emeritus and Webster City staff provided additional support. The SI leadership team summarized research, adapted ideas to align with the Stratford context, solicited initial input, drafted and shared the plan with stakeholders and used their feedback to revise the plan. TLC funds were utilized to cover the cost of substitutes and stipends for noncontract time.

Google forms were used to collect data from the community (C) and the staff (S). Three priorities were identified: 1) enhance the skills of staff to help students with challenging behaviors be successful; 2) enhance the skills of staff to meet the instructional needs of all students; 3) enhance the skills of staff to communicate student progress.

One third of the parents and staff surveyed indicated that staff need additional skills to help students with challenging behavior be successful. One parent said, "The increasing number of children with challenging behavior impacts the learning of all children. Teachers need additional and better training on how to teach appropriate behavior." Staff stated, "A much needed teacher leader role is instructional coach to help all staff work effectively with children with challenging behavior- put the bulk of the money and additional days into that role."

Nearly one fourth of the staff and community surveyed indicated improving instruction for all students including students who struggle and students who need enrichment. Parents concluded, "Challenge students in math and science. It seems like the students who are struggling have additional support, but not the student who needs additional challenge." Staff noted, "Have an instructional coach- provide



collaboration time and help teachers plan interventions based on data.” Staff added, “Provide additional support for ELL students and staff.”

Nineteen percent of the community and 15% of the staff identified communication as a need. Parent input included, “Provide weekly progress reports: Your child is doing well with . . . Skills that need work . . .” Staff suggested, “Have a teacher leader on each co-teaching teams.” Board input included, “Provide training on how to use technology to communicate. Have students involved in communication.”

Staff Input	Community Input	SIAC Input	Board Input
Behavior/ Behavior Interventionist 33%	Students with Challenging Behaviors 33%	Meeting the mental health needs of students and their families 37%	Unique needs 23%
Academic/Academic Interventionist 23%	Academic Interventions 16%	Serving all students 20%	Challenge all students 57%
Communication 15%	Communication 19%	Unique needs of the community 43%	Increase communication 20%

SI leadership team utilized a planning process:

- \*Surveyed community and staff to identify greatest needs;
- \*Contacted rural districts who received TLC funding;
- \*Studied the TAP system;
- \*Shared plan with stakeholders at all stages;
- \*Solicited feedback;
- \*Met with SIAC committee, outlined the process/proposal, and answered questions which lead Mike Nepereny, Stratford mayor and SIAC member, to conclude, "All teachers will benefit from additional support and focused PD They will in turn become teacher leaders."

Another SIAC member and college instructor stated, "Education is highly valued in Stratford. By compensating teachers, it recognizes teachers for the important work they do." As a science teacher, she noted it would be helpful to partner with colleges & universities so science experts could be utilized. She stressed the importance of time to collaborate- students benefit. "Great teachers sharing their talents with other teachers and being recognized for it are key to improving education."

A grandparent and SIAC member concluded, "Collaboration is key and this plan provides it for everyone with leaders taking the lead and teachers learning together. Students will benefit." In five years, the district transformed itself. One SIAC member remarked, "As a parent, I've seen the transition from single sections to multiage classrooms and teachers have taken leadership roles. This proposal will develop the leadership component more fully and students will benefit."



## CAL

### Planning Process

#### Gathering Information

CAL's first step in the planning process of the grant was to gather information about the Teacher Leadership Compensation (TLC) System. Staff viewed the webinars presented by the Department of Education in October 2013. CAL received information, planning documents, feedback in exploring the options, and benefits of participating in the TLC system. After discussions and preliminary data was gathered among school board, district advisory committee, and teacher meetings, it was decided to apply for the planning grant. We received the grant in November and began forming our plan.

#### Creating the Plan

In December, the school board selected and approved the planning committee and six meetings were set. The committee consisted of two administrators, two school board members, three teachers (two were union members), and two parent/community members. The agenda for each meeting was to develop a TLC plan for the CAL Community School District. Committee members spent thirty-one hours meeting together to discuss the plan and countless time outside of meetings gathering and contributing to the planning and writing process.

#### Educating Stakeholders

Administrators and teachers from the committee hosted discussions with stakeholders at various points during both the 2013-2014 and 2014-2015 school years. Stakeholders were exposed to the differences and benefits of the 3 models. Many elements were discussed including: cost of substitutes to replace teachers out of the classroom, purchasing of resources, staff training to most effectively implement our chosen model, and the impact on students when exemplary teachers are taken out of the classroom. Parents and community members were equally concerned with student achievement and wanted to ensure that our chosen approach would be in the best interest of students.

#### Writing of the Grant

After much consideration we selected Model 3, the Comparable Plan Model. We believe our Partnership in Comprehensive Literacy with the Jacobsen Center at the University of Northern Iowa is a good fit with this model and will be further enhanced by our choice. We have a continued desire to attract quality teachers, promote increased collaboration and communication between staff members, reward professional growth and effective teaching, and above all, to increase student achievement by strengthening instruction. Student data collected via standardized tests such as: Measures of Academic Progress Tests (MAP), FAST, and Iowa Assessments inform us that our students need better instruction.

#### Use of Planning Grant Funds



Available Funds \$6,021

Stipends for members (year 1: 2,500/year 2: 2,500) \$5,000

Meeting Costs \$200

Travel Costs \$421

Subs for meetings \$400

#### Description of support and commitment

Teachers showed support and commitment for the plan through a brainstorming document to determine stakeholders and their questions about our plan. Evidence of the planning process was kept in a shared online folder; staff could comment on the plan and help the committee revise. Information was presented at staff meetings. Initial comments were overwhelmingly in support of adding new positions to better academic progress. Following a completed TLC plan that was shared with staff, a survey was given to teachers. 100 percent were supportive of our goals that: “giving additional help to 1st year teachers; assisting in creating and implementing effective curriculum; and being providing with model lessons, to improve our ability to educate students.” Staff showed commitment with 84% indicating an interest in one or more of the new TLC leadership positions.

Administrators were in support of the plan from the beginning. Both administrators served on the planning and writing committee for our plan. Administration was excited by the idea that 84% of staff was interested in a leadership position within our district.

Parents/stakeholder groups: Information about the TLC grant was shared at the District Advisory Board meeting among thirty-five community members. After hearing the information the District Advisory Board members showed eager support in writing the plan and implementing leadership roles the TLC grant supports. Their encouragement to complete the process in the first year was instrumental in the application and feedback of our plan. All were optimistic that the plan would help our district increase academic success. Our school board president stated, “The TLC grant will provide opportunities to retain, develop, and support teachers and will help our district improve student achievement.”

A parent said, “Our main goal is that our children receive the best education possible. With the help of this grant, our teachers will benefit from leadership of an experienced teacher working with them and guiding them in becoming the best they can be. We have a teaching staff of very caring and knowledgeable educators. This grant would help raise that level even higher. It would be a huge win for our students.”

#### Audubon

Audubon Community School District (ACSD) spent a total of 140 cumulative hours planning for and developing a Teacher Leadership and Compensation (TLC) program. The plan developed capitalizes on



the strengths of the district, and moves us towards meeting targeted staff development and student achievement goals. It also has 100% support from community members participating in the School Improvement Advisory Committee (SIAC), teachers and the administration. The process for developing the TLC plan included:

- Two meetings held during the 2013/14 school year, attended by nine teachers and three administrators, resulting in the decision to form a steering committee and explore a TLC program.
- A review of research and best practices:
  - o Mike Schmoker: Results Now
  - o Ruby Payne: A Framework for Understanding Poverty
  - o Richard DuFour: Professional Learning Communities
- Attendance at trainings and workshops: Teacher Leadership Symposium, ISEA, Governor's Meeting, Solution Tree: PLC Conference, Grant Writing Trainings, Governor's Office request/teacher leadership symposium, Teacher Leadership Workshop.
- Outreach to other school districts to learn about their TLC plans: Panorama, Collins-Maxwell, LeMars, Humboldt, Jefferson.

ACSD received a planning grant, which was used to:

- Send a team of teachers to the teacher leadership trainings and workshops mentioned above, including travel and registration costs (\$1,730.38).
- Pay for substitutes when teachers attended teacher leadership training and planning meetings (\$807.38).
- Compensate steering committee members for their time and effort devoted to the development of the TLC plan. This compensation allowed a larger, more diverse group to participate in the planning process (\$4,702.15).

Feedback was sought utilizing small group conversations, large group meetings, electronic surveys, and an open review process. Continuously solicited, this feedback ensured the plan developed reflects the goals and vision of the district. Additional members were added to the steering committee in order to effectively represent stakeholders. The steering committee was ultimately composed of:

- Three elementary, two middle, and three high school teachers, representing both buildings in the district and the Audubon Education Association.
- All three members of the administration.
- Two parents who were not also teachers.



The steering committee met six times over the course of four months to develop the TLC plan, advised by continuous feedback from stakeholder groups. A subgroup of steering committee members, made up of two teachers, a parent, and an administrator, participated in Heartland AEA's TLC workshop series and led the writing efforts.

#### Parents

Parents participated as active members of the steering committee. Other parents and students, participating in SIAC meetings, reviewed and provided input on the plan twice during its development. SIAC members include ten parents, seven of whom are not on staff in the district. The public was made aware of efforts to pursue the TLC grant through an article published in the countywide newspaper. Overall, parents showed overwhelming support for a TLC program at ACSD. One parent said, "This is a no-brainer. What a wonderful way to support teachers and students!" When presented with the final plan, 100% of SIAC members expressed their support via consensus at a meeting.

#### Teachers

All teachers in the ACSD were engaged in the development of the TLC plan. Teachers played an integral part in the plan's development through their involvement and leadership on the steering committee. A subgroup of the steering committee, including two teachers, led grant-writing efforts. The entire teaching staff, including those not otherwise participating on the steering committee:

- Took part in discussions at three staff meetings throughout the plan's development.
- Provided input via three electronic surveys: Were invited to review the full grant and provide feedback before submission.
  - o Survey #1: Asked teachers if they would be in support of a TLC program at ACSD.
  - o Survey #2: Asked teachers to review the current mentoring and induction program.
  - o Survey #3: Asked teachers if they would consider applying for a leadership position.
- Were invited to review the full grant and provide feedback before submission.

During the development of the plan, teachers expressed some concerns. These concerns were discussed as needed. Some adjustments to the plan were made to address input and concerns, such as minimizing out-of-classroom time for teachers who hold both leadership roles and teach in classrooms. All teachers were surveyed and:

- 100% supported the development of a TLC plan in ACSD.
- 50% expressed interest in applying for one or more of the leadership positions.

#### Administration



All three members of the administration fully support the plan and actively participated as steering committee members. Additionally, the school board was made aware of efforts to develop a TLC program and voted unanimously to support the plan on 08/18/2014. One administrator said, “This is really teacher-driven. We have great leadership from our staff already.” The proposed TLC plan supports a commitment previously made by the school board to commit resources in a manner that reflects a collaborative culture as a priority.

## Iowa Valley

In April of 2014, administrators and teachers attended a Grant Wood AEA (GWAEA) training to explore the Iowa Teacher Leadership Compensation (TLC) legislation as well as the procedures for the application process of year two of the legislation. We decided to organize a TLC team composed of three administrators, three teachers who are association members, and three parents. Teachers and administrators attended the 2014 Iowa Teacher and Principal Leadership Symposium in Ankeny, Iowa. Members of the team attended five GWAEA training sessions and worked with other surrounding school leaders. The TLC team began meeting monthly starting in early April 2014, and have accumulated over 35 hours in collaboration to plan how TLC could be effectively implemented within the Iowa Valley CSD. Grant funds were used to compensate those involved in meetings and grant writing. These funds contributed to the overall quality of the plan.

Iowa Valley’s Vision: In partnership with our community, Iowa Valley Community Schools will provide an exemplary educational experience that encourages creativity and promotes good citizenship of all students and staff.

Iowa Valley’s Mission Statement: To provide a safe, comfortable, clean, and caring environment where community and staff work together to provide an education that will maximize each individual’s potential, instill a sense of self-worth, and prepare each student for life-long learning.

In combining elements from both our vision and mission statements, our TLC team will continue to evaluate our CSIP plan and district assessment data to improve student achievement. “Great schools row as one; they are quite clearly in the same boat, pulling in the same direction in unison” (Lickona and Davidson, 2005, p. 65).

Our goal is to ensure that every student is given the opportunity to be engaged in learning by highly qualified teachers. Our teachers will effectively develop and implement innovative instructional practices to allow students to be successful in an ever-changing global society.

Richard and Becky DuFour’s Solution Tree work identified the Four Pillars of effective Professional Learning Communities: Mission, Vision, Commitments (actions), and Goals (student learning). These four pillars served as a foundation for the implementation of Iowa Valley’s TLC plan.



To create a plan, our team attended AEA workshops, researched current applications, read articles, listened to teacher leaders, and discussed a variety of plans. The committee selected Model 3, the comparable plan model as the best fit for our district.

Our ISEA representative met with teacher association members on May 14, 2014, to explain the grant process and how it may look within our district. The TLC team educated the entire teaching staff at the start of the 2014-2015 school year. Teachers on the team were available for other teachers to meet with to address concerns. Updates and continuing education of the plan continued through professional development during August and September with the teaching staff.

Teacher survey data that addressed the needs of the teachers were used to begin discussions of possible teacher leader positions. TLC team members met with staff to discuss how a teacher leadership plan might work in the Iowa Valley District. Concerns and questions were brought back to the committee and discussed. "Increasing teachers' involvement in the difficult task of making good decisions and introducing improved practices must be at the heart of school leadership. There is no simple shortcut" (Louis, Leithwood, Wahlstrom, & Anderson, 2011, p. 53). The faculty was surveyed on their support of the teacher leader positions and additional questions were addressed. 100% of the high school staff and 88% of the elementary staff are in support of the plan.

Teachers were also asked to rate the following questions from strongly agree to strongly disagree.

Effective teachers are leaders to other teachers to assist them in implementing the most effective teaching strategies in the classroom for students. Of the 42 polled, 24 responded strongly agree (57%), 16 slightly agree (38%), and 2 neutral (5%).

Effective teachers should model effective teaching strategies for other teachers including beginning teachers. Of the 42 polled, 31 responded strongly agree (74%), 10 slightly agree (24%), and 1 neutral (2%).

The collaboration between teachers to improve effective instruction would increase student achievement. Of the 42 polled, 30 responded strongly agree (72%), 11 slightly agree (26%), and 1 neutral (2%).

The TLC team educated additional stakeholders including: parents, School Board members, the School Improvement Advisory Committee (SIAC), and the Parent Teacher Organization (PTO). Communication is key to the success of the plan. The overall goal is for students to reach their maximum potential by having the most experienced and dedicated teachers available to meet the needs of our school community.

Our three administrators served key roles in shaping the plan. Their support and commitment along with support from the school board members was a positive push for implementation. Parents on the TLC team encouraged the administrators to proceed. Articles in the school newsletter educated the general public. All expressed optimism the plan would improve student learning.



With positive approval from staff, the grant was written. Each section was discussed, reviewed, and revised as a team. The grant was also reviewed by GWAEA personnel. The TLC team reviewed a complete rough draft on September 24, 2014. Changes were suggested by the TLC team. The plan was continually revised at weekly meetings as questions were discussed. The grant was reviewed for a final time and agreed upon by all TLC members on October 15, 2014.

## Central Lyon

### Deciding to Apply

Last year a planning committee was formed consisting of all stakeholders to determine if a Teacher Leadership and Compensation grant would be a positive program for the district. The team consisted of four teachers, three administrators and three parents. The planning committee studied the three options, attended AEA workshops, and contacted teacher leaders from other schools. It was decided that it would be a positive program toward helping students achieve and the group decided to apply for year one. Money was used for substitute teachers so that teachers could participate in the planning sessions.

### Focusing on the District's needs

The committee began by focusing on the district's needs. The superintendent sent e-mails to every staff member to give everyone in the district an opportunity to contribute to the process. Face-to-face meetings were held with the entire staff.

### Brainstorming after Needs Determined

Once the needs were determined, the planning committee brainstormed to see how the needs of the district could best be met while still meeting all the guidelines outlined in House File 215. One of the first decisions was that Model 3 would be followed because it allowed for more flexibility to meet the individual needs of Central Lyon.

### Determining Vision

The vision for the Central Lyon Community School District is to produce productive, life-long learners by providing education and opportunities for all students. It was determined that the vision of the district should be supported through participation in the TLC plan and that a way to reach the vision was through enabling teachers to become teacher leaders.

### Creating a Plan

Each member of the planning team contributed to the development of the plan. They informally visited with their respective groups for additional input and also conferred with other districts to further develop concepts and ideas. It was decided to follow Model 3 because it allowed for the flexibility to design a program specifically suited to the Central Lyon District needs. After looking at short term and



long-term academic goals as specified in the latest CPlan, it was felt that a full time instructional coach was needed in literacy. It was also recommended to have a technology instructional coach; four lead teachers, and up to eight teachers to assist with the mentoring program.

#### Educating Staff and Community

Once the plan was developed the plan was shared with the community through the school web page and the school newsletter. The School Improvement Team took an active part in sharing the information and it was to be a monthly agenda item at each board meeting.

#### Grant not successful

Although the grant was submitted during the first round of funding, Central Lyon was not funded for the TLC grant.

#### Decision whether to proceed in Year Two

Although there was great support for the grant in year one, the planning committee decided that everyone involved should be surveyed to determine whether to proceed in Year Two. A survey was sent out to all staff explaining the situation and many constructive comments were received. On the whole it was decided that Central Lyon should proceed and try for funding in Year Two.

#### Teacher Survey

All staff comments were favorable concerning Instructional Coaches. Here are a few sample comments:

"I could see an instructional coach playing a vital role in helping the staff implement the Iowa Core."

"An instructional coach could help me help my students be as successful as they can be."

#### Comments concerning Lead Teachers:

"I feel that the STEM areas can be forgotten in our busy days – I would utilize the teacher leaders to help me implement STEM areas in my classroom."

"I like the idea of teachers helping set up professional development."

#### Comments concerning Mentor Teachers:

"I think carrying the mentor teacher another year is a great idea! There is still much to learn during the third year of teaching."

"Strengthening the mentor program shortens the learning curve for new teachers."

#### Community Survey

In October 2014 a community needs assessment survey was available to everyone in the community. Parents' responses were especially sought and e-mails were sent several times to remind parents to fill



in the survey. Information from the survey was used in the development of the TLC plan. A total of 199 responses were received.

#### Revisions for Year Two

After analyzing comments from the staff and other stakeholders, the TLC plan for the second year was slightly revised to include one full time Instructional Coach in Literacy for TK-5; two .5 FTE Instructional Coaches in technology, one to focus on integrating technology into all classes and one to focus on integrating STEM; four Lead Teachers, including one focusing on technology, one on STEM integration, one on math helps and one to help with analyzing data; four Model Teachers to serve as models of exemplary practice and six Mentor teachers (depending on number of new teachers).

#### Support and Commitment

All stakeholders heartily supported the revised TLC grant application. The planning committee met several times to revise, refine and finally approve of the new plan. Teachers expressed their support through the survey and through face-to-face meetings. Many expressed a desire to apply for a leadership position and others said they looked forward to receiving the extra help, especially in literacy, technology and STEM. All administrators in the district were involved in developing the plan. They also expressed support by committing resources and allowing staff members time to plan. Parents were not only involved in the development of the plan, but were also given a chance during the School Improvement Advisory Council to learn about the plan and express support. Continuing support will be shown by including the status of the project as an agenda item at each board meeting during the duration of the grant. The board approved the grant on October 28, 2014.

### Wilton

#### Planning Process:

**Initial Steps** - The administrative team read through the guidance, and reviewed the literature base and webinars provided on the Department of Education. Input was gathered from building leadership teams during October meetings. A presentation was given at the PTO meeting on October 7, 2013, with a request for parent volunteers to be part of the planning committee. School board members received information regarding the plan at their October 14, 2013 meeting with an assurance that regular updates would be provided.

**Planning Committee Members** - The planning committee, which consisted of: the elementary principal, Jr/Sr high principal, two parents who were PTO members not associated with the district, and four teachers who were represented by cross grade level, two of those who were association officers, met on October 23, 2013. The agenda included an introductory power point, needs and data review, and discussion of the three possible models and teacher leadership roles.

**Further Steps** - A draft of the plan was presented to the administrative team twice for review, building leadership teams on December 3rd and 4th, and then presentations were made to the teachers on



December 9th and 13th. At each step, feedback was gathered and further plan revisions were made. The final planning committee meeting took place on January 6th where members reviewed the final draft, scored the grant against the rubric, and made summative adjustments to the Wilton Teacher Leadership and Compensation Plan Application. Continued guidance, communication, and further dialogue with stakeholders and the planning committee resulted in minor revisions through January 27th.

In preparation for the 2014-2015 TLC reapplication, a district team attended a series of two TLC Planning Workshops in Bettendorf on September 3 and October 2, 2014. Input was also collected from both building leadership teams during their September meetings. As a result of their feedback, a one-page summary of the TLC plan was created and shared with groups: teachers, PTO, Parent Involvement Committee, superintendent, and school board. The summary served as a graphic organizer in order for stakeholders to clearly see and understand the plan.

During building staff meetings, presentations were made to update all faculty members. The plan and the literature base for teacher leadership goals were reviewed. A survey was completed by all teachers during the week of September 8th to quantify understanding of roles and interest in applying. Teachers showed overwhelming understanding and support of a teacher leadership system as evidenced in the survey results:

98% of teachers understand Wilton Community School's Plan

Teachers were able to match the job description with the teacher leader position with at least 91% accuracy

37% (19 of 51 teachers surveyed) were somewhat or very interested in applying for the three full-time positions

62% (32 of 51 teacher surveyed) were somewhat or very interested in applying for the model teacher positions

Grant writers met multiple times throughout September and early October in order to make appropriate revisions. The TLC grant planning committee reconvened on October 14th, 2014 to reread and clarify the application. Two community members joined the committee to perform the role of cold readers.

Use of grant funds:

Teachers were paid to attend information meetings, view webinars, interpret the guidance provided on the Iowa Department of Education website, and review the research through such as books as, *Cultivating Leadership in Schools: Connecting People, Purpose and Practice* and *Instructional Coaching: A Partnership Approach to Improving Instruction*. Teachers were also paid to revise the plan, create faculty presentations, and serve on the planning committee.

Stakeholder's engagement in the process:



Teachers – opportunity to serve on the planning committee, building leadership teams’ review of the plan, and opportunity for input as the plan was continually shared. Those teachers not on the planning committee often asked questions about the process and asked to stay informed, which showed ongoing desire for engagement.

Administrators – participated in initial review of the guidance, assisted in shaping the direction of the plan, ongoing review and consideration of revisions, and administrators served on the planning committee.

Parents/Community – informed and updated at school board meetings, PTO meetings, received updates in the district newsletter, and served on the planning committee.

Description of support for and commitment to the plan:

There was Teachers’ recognition that professional learning is continuous and collaborative and a willingness to attend informational meetings, provide feedback to enhance revisions, serve on the planning committee. Survey results revealed strong commitment from teachers with high percentages of them interested in one or more positions. Further support and commitment was demonstrated with teachers taking time to share the one-page summary of the TLC plan on October 8, 9, 2014, during parent-teacher conferences.

There was Administrators’ recognition that teachers are committed to school improvement. Administrators willingly provided input regarding district needs and priorities and participated in the planning process. The administrators’ willingness to communicate the need for teacher leadership encouraged teachers to apply for positions.

There was Parents’/Community’s willingness to serve on the committee, share ideas with teachers and administration, review the plan, and display positive support for the plan. This was evidenced by positive comments made by parents during parent-teacher conferences and optimistic remarks business leaders made when the plan was presented to them.

There was School Board members’ recognition of student learning needs and the importance of a district wide focus on improvement by their willingness to examine student data, offer feedback and approval of the plan, and include general fund and teacher quality money to support the TLC budget.

### **Eastern Allamakee**

The planning team created, developed, and organized a high quality plan with goals to increase student achievement and maximize the quality of education for our students. We began with what we wanted our program to end with, and moved forward from that point (Covey). Stakeholders were engaged in the planning process by contributing ideas and made a commitment to support the consensus.

Use of Planning Grant and Planning Time:



Our initial introduction to the planning process began with West Wind Education Policy, Inc. presentations at Keystone AEA. At these meetings, our team:

- gathered information and identified stakeholders
- learned about the planning process and timelines
- discussed collection and analysis of necessary data
- reviewed teacher leadership roles
- selected and applied criteria for an effective program
- crafted goals
- aligned our plan to the Iowa Professional Development Model (IPDM).

Since we share a superintendent with MFL-MarMac, we decided to draw from the strengths of both staffs in an effort to increase stakeholder buy-in. We met and shared ideas monthly. However, the Eastern Allamakee Community School District (EACS) and MFL-MarMac planning teams developed separate plans. The EACS committee met weekly beyond the contract day, including evenings and snow days, both in person and via Google Docs, to write and revise our plan. Finally, our group reviewed and reached consensus for the submission of the TLC plan.

Throughout the process, we surveyed mentees, mentors, teaching staff, administration, and school board members; then evaluated responses. The TLC committee presented an outline of the proposed plan with Powerpoint presentations to the school board and all teaching staff followed by question/answer sessions. During the second year, our team met weekly to revise our plan. We continued to inform our stakeholders on the progress. Stakeholders were asked to read the plan and give their comments and suggestions. We used the feedback collected from the surveys and questions that arose to adjust our plan.

Grant funds allowed our team to attend various AEA sessions as well as our own team planning meetings. Partial grant funds remained during the second year which provided opportunities for substitute coverage and compensation for research and collaboration within our team during the past two years. Over 250 hours have been devoted to writing our plan.

Stakeholder Engagement and Contributions:

The stakeholder group consists of, and represents a variety of organizations, including:

1 elementary, 1 middle school, and 1 high school teacher (teacher's union, Teacher Quality, mentors, School Wellness,

Professional Development (PD) Leadership)

- 3 administrators



- 5 school board members (2 retired community members and 3 parents representing PK-12)
- School Improvement Advisory (5 parents, including 3 business owners, 1 student)

The diversity of stakeholders contributes to the wide range of opinions necessary for the implementation, support, and sustainability of this plan.

We used the existing EACS Teacher Quality Team as a starting point for the grant writing team selection and initial feedback.

Throughout the process we:

- e-mailed all staff, board members, and administration
- published articles in “Schoolhouse Scribblings,” our school to community connection
- held staff meetings to keep teachers abreast of the process and kept the board, media, and other publics informed
- continued to encourage participation from anyone who wanted to be involved

Anecdotal records and ethnographic accounts of gathered data are paramount to the culture, history, and understanding of our school district. We used Survey Monkey software and performed internal assessments of our staff on mentoring, data gathering, and overall opinions of our TLC plan.

The planning team sought input from the teaching staff. PD is an area where we envision change, as 59% believe teachers have limited role in determining the content of PD. Currently, the administration primarily determines the focus of PD. Teacher leaders and administrators will collaborate to analyze data for planning PD. This is a more teacher-driven component which highlights improving student achievement.

A consensus building process achieved 100% agreement on the plan. We fully support HF 215 and work to gain the acceptance of the multiple socioeconomic and demographic publics in our district. We adopted and endorsed further basic overriding goals to attract and retain quality teachers by offering competitive pay, provide quality PD/leadership opportunities, increase current collaboration, reward professional growth and effective teaching, and improve student achievement (HF 215).

Stakeholder Support and Commitment:

The collective soul of the stakeholders contributed to the final plan. A presentation describing the TLC plan was presented to school board members, administration, and teachers on separate occasions. The planning team surveyed stakeholders on the TLC plan:

- 5 out of 5 school board members responded: 100% support
- 3 out of 3 administrators responded: 100% support



- 35 of 38 teachers responded: 71% support, 29% unsure, (no teacher disagreed)

Current mentors in our district provided feedback on the existing mentoring program and suggestions for improvements. All mentors expressed the need for more specific guidelines in the mentoring program. 100% of the mentors felt the TLC plan would improve our present program. The benefits mentioned included having more time for mentors to work with mentees and a documented system with clear expectations for both the mentor and the mentee. The grant allows our district to initiate change in these areas.

Throughout the planning process, our team continually sought the support of our stakeholders and used their feedback to write and revise our TLC plan. We were then able to tailor our plan to the direct needs of all stakeholders involved.

### Collins-Maxwell

The district believes strongly in supporting the work of teachers as leaders of learning for our students, our colleagues, and our community. The district has a long and proud history of following the lead from teachers in the areas of curriculum, instruction, and assessment. We know our teachers work collaboratively to guide the initiatives of the district, improve their teaching practices, and support the whole child. In addition to the work they do in the classrooms, our teachers are strong advocates for the work they do by making lasting relationships with parents. We understand that parents play a unique role in supporting our academic and social efforts at school. Parents are clear partners in our district.

#### Stakeholder Involvement -

Based on the history of inclusion with our teachers, parents and community members in guiding the work of the district, the administration has provided several opportunities for information sharing and feedback. The administration has provided four professional development sessions for the staff to review and discuss the TLC system. At each meeting, the teachers have improved the breadth and depth of our TLC system. They have made strong connections to current initiatives, clarified roles and responsibilities, and provided guidance on selection and professional development needs. Each component of the

TLC system has been vetted by every teacher through face to face contact, via email, or through a GoogleDoc to offer suggestions. Further, two members of the teaching staff serve on the TLC system committee to bring a clear voice to the work. These all-faculty professional development sessions were held on 1/24/14, 8/14/14, 9/9/14, and 10/21/14. Teachers reviewed drafts of the application and provided input at each PD session. This work equals over 400 man-hours spent in the design and revision of our TLC system by our 49-member faculty.

Parents have also been engaged in the TLC system development process. We have used our School Improvement Advisory Committee to share information and solicit feedback on three occasions: 1/20/14, 9/15/14 and 10/20/14. At each meeting, we have highlighted the roles in the TLC position,



asked for clarity on goals of the program, and discussed the impact our new TLC system will have on student achievement. In total, parents have provided almost 100 hours of review to the TLC system. The SIAC meetings have allowed parents - and community members - to stress the importance of high quality instruction for our students. Further, we have established clear goals for district improvement for years to come. The TLC system is being recognized by teachers, parents, and community stakeholders as a powerful way to provide building and district improvement for years to come. Information about the TLC system was presented to parents at our conferences on October 28 and 30, 2014. Parents also had an opportunity to share insights and ask questions at two board of education meetings, held on 1/20/14 and 9/15/14. These posted agenda items highlight the support of the board to improve teacher leadership as well as its willingness to use input from community stakeholders to drive improvement decisions.

#### Committee Composition and Procedures -

The application writing committee consists of the superintendent, the elementary principal, the secondary principal, two teachers and a community member/parent. The teacher's association was represented on the writing committee.

From each PD meeting, SIAC meeting, board conversation or informal suggestion, the committee reviewed the notes and made improvements to the TLC system guidelines and application. The committee worked to review each suggestion to add strength and clarity to the TLC system. The application process maintained a "request (for information or feedback), review and revise" cycle of improvement based on ongoing conversations and suggestions from colleagues, community members and educators.

Planning funds have not been fully utilized by the committee. A small stipend is allocated to each committee member for time spent outside of the regular day working on the development of the TLC system. Funds have been spent for committee members to attend training and planning workshops, as well as a few resources for research. The committee hopes that the remaining planning grant funds can be incorporated into the TLC system for professional development to support our teachers in their new leadership roles.

#### Implementation Support Data -

Measures of stakeholder commitment have included face to face discussions and online surveys (email, survey software, etc.) The committee has made an intentional effort to seek out input mostly through personal contact, so as best to listen as well as share. With each meeting of the SIAC or teacher group, the TLC committee asked for support or concerns about the TLC system. Every time, no matter the meeting, there was a strong majority of support for the TLC program. At the most recent teacher professional development meeting, there was 100% support for the TLC system. Teachers were asked to gauge their interest in one of the roles established in the TLC system. Of our 49 teachers, 63% reported that they are interested in applying for one of the roles. Parents were surveyed at the SIAC meetings, and there was 100% support from those in attendance. The board of education has the full support of



the teachers' association as well to implement the program. All five board members have expressed support for the TLC system.



## Part 2

### Cardinal

“The Cardinal Promise” says we will help every student become a lifelong learner and leader. We create the foundation for student growth by fostering a positive culture and by providing all students with engaging and relevant learning experiences. To ensure high quality instruction, we must give teachers opportunities to reflect on and improve their professional practice. The vision of our TL program is to continuously develop the skills of all staff through multiple training and coaching opportunities, while allowing teachers to stretch their potential as leaders. The variety of leadership roles in our TL program will allow teachers to fit their time, talents, and interests within various TL opportunities.

To realize our vision, we have created 4 goals for Cardinal’s TL Program. Goal 1 is to create a positive atmosphere where social capital drives collaboration. Our TLC program will foster a culture of trusting relationships that encourage collaboration around teaching practices to meet the needs of our students. The availability of Model Teachers, Mentors, and Instructional Coaches will provide time for teachers to observe one another, reflect on, and discuss their current practice. Our TL selection process will find candidates who work well with others, maintain a positive attitude, are able inspire other, and have the knowledge and skills to successfully coach their peers.

Goal 2 is to encourage collaboration among teachers. TLs and classroom teachers will collaborate weekly in grade level PLC teams to improve student achievement. Teachers will share successful interventions and practices along with high quality student work samples. As a group they will analyze student data. Instructional Coaches will work to create a safe environment for candid conversations. They will also present and model teaching strategies that are responsive to student needs. Our TL program will encourage all teachers to apply for leadership opportunities at least once during their time in the district.

Goal 3 is to recruit and retain quality teachers. By increasing the base pay and providing multiple instructional supports we will recruit and retain quality educators. The salary increase will benefit 20% of all teachers. Higher pay is one of the reasons teachers have left Cardinal. Better compensation, paid TL opportunities, and teacher empowerment will help us retain educators who may otherwise have been lost to larger neighboring districts. We believe the financial incentives will encourage many teachers to apply for TL roles. Not only do we offer full-time

TL positions, those who are not ready to leave classroom will have opportunities to stay in the classroom and still work as a TL.

Goal 4 is to promote teacher empowerment. Cardinal’s TL program will foster a shared leadership approach for planning and facilitating district PD and curriculum design. To sustain this sense of empowerment, all TLs will benefit from yearly PD and coaching from administrators.

Local Context—Cardinal’s CSIP has 3 goals: (1) Improve student achievement in reading, math, & science; (2) implement PLCs; and (3) provide quality instruction through the Gradual Release of Responsibility Model. Implementation of these goals is now the sole responsibility of administrators. Currently, only 2 teachers are in leadership roles, and these were just added for this school year. Thanks



to the TLC funding, we will include at least 25% of our staff in TL roles that can help us attain our CSIP goals. The 33 new TL positions offer opportunities in 9 different roles that range from extra duty only to full-time positions with no teaching assignment. Instructional Coaches (2 full-time positions) will provide all teachers and PLC teams with direct and timely feedback, reflection, assistance with continuous improvement, and ongoing PD. The other 8 roles (31 extra duty positions) will provide leadership for special education, new teachers, technology integration, and the alignment of curriculum, instruction, and assessment. Together, the 33 teachers working in the 9 different TL roles will work collaboratively with district administrators to achieve all 3 CSIP goals.

State Context—Our plan clearly aligns with the State of Iowa’s 5 TLC program goals.

- With TLC funding, all teachers will be paid at least \$33,500.

Discussions with current teachers indicate that they will be more likely to stay in the district because of the opportunities to hold 1 or more of the 33 TL positions. They will be more likely to stay because of the additional pay, the chance to work as a leader, and the opportunity to improve their practice through comprehensive PD and individual and group support.

All aspects of our TL program will foster collaboration among teachers, especially through the use of PLCs and during all PD. Our TL Advisory Committee will regularly review the level of collaboration in the program and seek additional ways to support collaborative efforts.

Helping teachers grow professionally is an important part of Goal 4. As teachers grow, we will encourage them to seek leadership positions as a reward for this growth. We will also reward the growth of our TLs through additional compensation and through increased responsibilities (e.g., moving from a Model Classroom teacher to an Instructional Coaching position).

The ultimate purpose of all TL program activities is to increase student learning. We believe that supporting all Cardinal teachers to work collaboratively to analyze student data and implement effective instructional strategies that are responsive to students needs will have an enormous positive impact on achievement levels in our district.

## Hinton

### District TLC Vision

“To accelerate student learning outcomes, the Hinton Community School District will empower highly effective teachers to strengthen their leadership skills and expertise in curriculum and instruction to implement a system of professional collaboration and support for new and career teachers, compensating the teacher leaders commensurate with their professional training and preparation.”

Hinton Community School has a staff of 50 highly qualified teachers. The district has been able to attract and retain teachers, due to its location to a large city, competitive salaries, small school size, quality



staff, and supportive community. Providing teachers with a plan for career growth and leadership is seen as a positive direction for the district and an exciting opportunity for teachers.

The TLC plan vision aligns with the state Theory of Action and district goals. The district believes that the key to increased student achievement is quality teacher instruction. Teacher leadership programs give highly effective teachers opportunities to grow, refine, and share their expertise.

District Board Goals:

Student Achievement:

All students will be proficient in reading, math, and science, as measured by the Iowa Assessments national percentile rank in each of the grade spans of 3-5, 6-8, and 9-11. (Improvement is expected every year until 100% proficiency is reached.)

Curriculum and Instruction:

All teachers will define and describe their curriculum with vertical and horizontal articulation in subject areas, and alignment to the Iowa Core.

Technology:

All teachers will be provided with research based, quality strategies for using technology in the classroom.

Professional Development: A long term plan of comprehensive, quality professional development will be created to provide research based teaching strategies for all teachers, supporting district initiatives - MTSS, PBIS, and AIW.

District Achievement Data:

These goals are based on a number of data sources.

- Iowa Assessments
- ICAM Scores
- ACT Scores
- PBIS Data
- MTSS Data

Data showed a need for increasing student achievement in reading and math, especially in the middle grades (6-8). To improve achievement, several initiatives will be a major focus (MTSS, PBIS, and AIW). Additionally, the district is focused on continued alignment to the Iowa Core (using Curriculum Mapper) and integrating the use of advanced technology in the classroom.



District initiatives require teachers to implement the components of MTSS, PBIS, and AIW consistently and with fidelity. They require a continuous collection of data. The TLC plan will provide consistency in data collection and on-going support for teachers, thus enhancing the impact of the initiatives on student achievement.

The TLC Planning Committee, along with other stakeholders (DAC and School Board) designed a TLC plan to reflect the district vision, accomplish district goals, and align with the statewide Theory of Action and TLC goals.

#### TLC Plan Goals:

1. By August 2015, 30% of the staff will assume leadership roles with increased responsibilities and additional compensation of \$5,000-\$10,000, depending on their leadership position.

The district will benefit by retaining highly effective teachers, increasing the skills of teacher leaders, and improving staff morale and school culture.

2. By November 30, 2016, student achievement will increase by using Instructional Coaches to provide continued support and guidance in implementing district initiatives and research based teaching strategies.

All teachers will become more effective leaders of learning in their classrooms.

3. By May 31, 2017 the district will support and retain new teachers through a comprehensive mentoring program including quality PD, observation, modeling, feedback, and collaboration opportunities with a Mentor Teacher.

The district will be able to acquire and retain new teachers who will become confident, effective instructors in their classrooms.

4. By August 1, 2015 the district will provide teachers with support in quality curriculum development that is aligned with the Iowa Core through a teacher TLC Coordinator.

A teacher TLC Coordinator will provide support for all teachers in mapping curriculum aligned to the Iowa Core, planning quality professional development, and facilitating collaborative data analysis.

5. By August 1, 2015 the district will provide teachers with support in integrating technology into the classroom (1:1 in high school /classroom iPads in elementary) through a Technology Coach position.

The high school is in its first year of a 1:1 initiative. Professional development has begun, but the need for continual support in integrating technology is crucial. Although we have a half time technology coordinator, his time is spent in keeping the technology up and going. The Technology Coach position will provide a teacher leader with the opportunity to research and share effective strategies for implementing technology in the classroom.



6. By May 31, 2015 the district will provide all teachers with a career path that will reward them for additional training and personal growth by providing leadership opportunities and increased compensation commensurate with additional responsibility.

### North Fayette

With the inception of our sharing partnership in July of 2013, the Valley and North Fayette School Districts are planning to develop a common and cohesive vision statement. Current district vision statements both include recognizing that students are unique individuals, who should be active participants in their education. By helping students reach their full potential, they will receive the highest quality education for lifelong learning. The North Fayette vision contains the statement “All stakeholders will work together to implement the essential concepts and skills of the Iowa Core to support an aligned system of content, instruction, assessment and professional development.” At Valley, the vision is “The Valley Community believes learning is an on-going process. All individuals, of any race, culture, gender, ability or age, shall acquire the knowledge, skills and attitudes to become lifelong learners.”

A desired state chart was developed for the NFV Teacher Leadership and Compensation Plan. On this chart the committee was tasked with listing the desired conditions they would like to see as a result of the TLC grant which will become our vision for this program. Our current reality is a baseline measure of where our stakeholders perceive the districts are in relation to our desired state.

Our current reality consists of:

- Active PLC's
- Very little structure for formal teacher leadership
- Mentoring program for new teachers
- 70-90% proficiency rates are the norm with some islands of low proficiency and struggling students
- Transitioning to whole grade sharing
- “Best Practices” are implemented intermittently

Desired State, (Our Vision):

- Highly effective teachers in front of every student, every day
- Active and engaged students
- Cultivate a safe learning environment
- Make “Best Practices” our common practices



- Clearly defined roles for teacher leadership

Our desired state was accepted as a guiding statement for the program by the TLC committee and thus becomes our vision:

Making Best Practices our Common Practices through having highly effective teachers in front of every student every day. As we discussed best practices, we identified those as research based strategies with a high record of positive impacts.

Goals of NFV Teacher Leadership Program will be consistent with the goals for the statewide system.

NFV will:

reward professional growth and professional development through increased recognition and leadership opportunities with increased compensation

recruit promising new teachers to the profession and strengthen their entry into the profession with an improved and comprehensive mentoring program

retain effective teachers through enhanced career opportunities through leadership roles that expand their influence across more classrooms

promote collaboration for teachers by supporting collegial relationships to increase effective teaching and learning

improve student achievement through better instruction

In order to move to our desired state, staff identified the six common actions to follow, which are incorporated into our desired state as the work required to achieve our vision.

- Retain contractual protections and recognize teacher leaders as instructional leaders, not evaluators
- Utilize our staff's existing strengths in pedagogy and content to improve student learning
- Create the proper culture
- Meaningful and relevant professional development
- Provide adequate time for collaboration and reflection
- Identify and address needs of the students

These actions aligned with the DE's Theory of Action and the NFV goals:

TLC's Theory of Action NFV Actions towards Desired State NFV TLC Goals

NFV will:

If we effectively compensate teachers;



Retain contractual protections and recognize teacher leaders as instructional leaders, not evaluators

Reward professional growth and professional development through increased recognition and leadership opportunities with increased compensation

Recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice;

Utilize our staff's existing strengths in pedagogy and content to improve student learning

Recruit new teachers to the profession and strengthen their entry into the profession with an improved and comprehensive mentoring program

Create the political will and understanding necessary to remake the status of the teaching profession;

Create the safe learning environment of non-judgemental collaboration and support

Retain the best teachers through enhanced career opportunities through leadership roles that expand their influence across more classrooms

Give highly effective teachers opportunities to grow, refine and share their expertise;

Meaningful and relevant Professional development

Retain the best teachers through enhanced career opportunities through leadership roles that expand their influence across more classrooms and develop a clear system with quality implementation;

Provide adequate time for collaboration and reflection through extra planning periods, relief from non-instructional duties, or extended contracts

Promote collaboration for teachers by supporting collegial relationships to increase effective teaching and learning then student learning will increase, student outcomes will improve, and students will be prepared to succeed in a globally competitive environment.

Identify and address needs of the students

Improve student achievement through better instruction

We know that our work must be grounded in our overall goals of the program. Our six common actions will support the State's Theory of Action as they become embedded in our program goals. These specific goals were approved by the committee on July 22, 2014.

## Northeast

### VISION AND GOALS

#### CLEAR VISION AND SPECIFIC GOALS



To ensure our TLC committee moved forward in alignment with our district goals, we reviewed and analyzed the data summarized in our Comprehensive Plan, information from the Iowa Department of Education website, the Iowa Task Force on Teacher Leadership and Compensation theory of action and goals, our current district goals and input from our stakeholders to craft our vision and goals for the TLC plan.

**VISION:** Learning for Life - Northeast Community Schools are comprised of leading educators, highly self-motivated and results oriented, endeavoring to meet the continuous learning needs of all students and staff.

**MISSION:** Northeast's mission is to provide every PreK-12th grade student with superior and measurable literacy education in all classes ensuring high levels of learning for all students.

**GOALS:** Our TLC goals are listed in the chart below where we demonstrate their alignment with local needs.

#### CONNECTION TO LOCAL CONTEXT

The Northeast Community School District is a small rural district covering 178 square miles in Clinton County. Our reach, however, extend beyond these borders as 40% of our students are open enrolled in from neighboring districts. This presents unique challenges to our district including the need to address gaps in learning as new students enter our district, attract quality staff with salaries that cannot compete with surrounding larger districts and provide collaboration opportunities for teachers who are the sole instructor of their curriculum.

A review of the trends highlighted literacy as an area of greatest need particularly at the elementary and middle school level.

Data from the Iowa Assessments indicate that at the elementary our students perform better in math (92% proficient) than reading (83% proficient). The same holds true for the middle school, and in fact, the percentages for reading fall below state goals (71% proficient) and landed our district on the NCLB "watch list" for the first time in 2013.

The FAST literacy assessment data at the elementary level also indicates that less than 80% of our students demonstrate proficiency in literacy. In addition, the new state guidelines from the Early Literacy Rule 279.68 and the state goal that all students will be proficient in reading across subgroups reinforced the need to continue our focus on literacy.

#### Local Needs Northeast TLC Plan Goals

We need to be able to compete with area districts that can currently offer higher starting salaries and ensure that the staff we hire receive a quality mentoring and induction program.

Attract able and promising new teachers by offering competitive starting salaries and an effective mentoring and induction program.



We need to be able to retain our current staff to provide effective instruction to our students, rather than risk losing them to area districts that can offer them opportunities for increased compensation.

Retain effective teachers and reward professional growth by providing pathways for career opportunities that come with increased leadership responsibilities and increased compensation.

We need to design opportunities for teachers to collaborate in literacy instruction to provide a common basis for professional development, uniting all staff in a district wide goal of literacy achievement.

Promote collaboration by developing and supporting opportunities for all teachers to learn from each other through effective professional development practices in the area of literacy instruction.

We need to address the gaps in curriculum presented by the high number of open enrolled students and address the low proficiency scores in literacy.

Ensure that all students leave high school prepared for postsecondary success in college or a career through improved literacy instruction and increased student learning.

#### CONNECTION TO STATE VISION

The Northeast TLC plan aligns with the state Theory of Action in the following ways:

State Theory of Action Northeast TLC Plan “If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice; In our district, the TLC plan is the only way that we can compensate excellent teachers beyond the master contract. As veteran staff retire, the need to recruit teachers will increase. The combination of an increased base salary along with a strong mentoring system will attract new, effective teachers to our district. create the political will and understanding necessary to remake the status of the teaching profession; Our TLC plan provides a defined process that empowers teachers to take on leadership roles in decision-making. give highly effective teachers opportunities to grow, refine, and share their expertise;

Teachers will have concrete and continuous opportunities to collaborate with others in our district, AEA personnel, and other districts and receive quality job embedded professional development. and develop a clear system with quality implementation, Criteria and responsibilities of instructional coaches, model, and mentor teachers will be clearly articulated through a set of job descriptions and encouraged through the post-evaluation and observation process. then ... student learning will increase, We will continue to analyze literacy data including results from the Iowa Assessments, FAST and ACT testing, and will evaluate the effectiveness of the TLC program through data improvements. student outcomes will improve, and Using the Common Core curriculum as a guiding force, rigor will increase, resulting in higher levels of creativity and problem-solving. Students will be prepared to succeed in a globally competitive environment.”

The number of students who will be college and career ready will increase as evidenced by ACT and graduation data.







## Part 3

### Gilmore City-Bradgate

The TLC plan will support and strengthen our district's key school improvement initiatives:

MTSS - Our TLC leadership structure can help to implement strategies to improve our Multi-Tiered System of Supports. It can help teachers to use assessment information to plan instruction during MTSS or any other instruction either through Core instruction, or during the supplemental and intensive support phases.

Early Literacy Initiative - TLC can support our teachers giving them fresh ideas and suggestions to improve instructions once we have the FAST/IGDI assessment data. One of our goals is that all students read well, this teacher collaboration can help strengthen core instruction by all teachers; for example helping with comprehension or fluency strategies intended to help all kids no matter where they fall along the achievement spectrum,

Iowa Core - Our lead teachers will be able to coach individual instructional strategies to implement the Core; specifically focusing on the instructional shifts that need to occur within our classrooms. After reviewing district wide data the lead teacher can meet with faculty members and discuss what changes can be initiated in co-teaching, co-planning and instruction to improve learning.

Innovation and Creativity - We are immersing ourselves in the MakerSpace movement because we agree that students should make things, solve real-world problems, and being able to experience the entrepreneurial spirit. The United States was founded on the principles of making things and is thriving today because of the value-added influence of our creative and innovative minds.

STEM - Help implement STEM in context of innovation and creativity and incorporate digital technologies as well as support and enhance our core instruction. We are in our first year of being a SINA school for math and we believe that helping students understand how mathematics is connected to other curricular areas will help deepen their understanding and improve their learning.



## Lisbon

Lisbon's Teacher Leaders will serve as Integrational Design Strategists (IDS) to support curriculum, instruction, assessment, and professional learning. The Teacher Leadership and Compensation (TLC) plan will support and strengthen our district's key school improvement initiatives, which are examined below:

### (1) Multi-Tiered System of Supports (MTSS, formerly known as RTI)

- Our TLC leaders will assist in implementing supports to improve our MTSS system and instruction time. They can help teachers use assessment information to plan lessons during MTSS or other instructional opportunities.

### (2) Implementation, Alignment, and Assessment of the Iowa Core

- The Teacher Leaders will strengthen the district's work with Iowa Core implementation by creating the alignment tools, actions plans, and pacing guides that will demonstrate full implementation of the Iowa Core. The Teacher Leaders will work with teams of teachers by grade level and department to evaluate current assessments and to create new assessments that demonstrate student mastery of the Iowa Core Standards. The Teacher Leaders will be a vital part in ensuring that 100% of the teaching staff has met this priority.

### (3) Use Multiple Data Sources to Drive Instruction, PLCs, and Professional Development

- The Teacher Leaders will guide and support Iowa TIER (Tools for Innovation and Educational Results) implementation and curriculum-based measurements for the district. The Teacher Leaders will support the district's efforts in MTSS through collaboration with teachers on FAST (Formative Assessment System for Teachers) data and curriculum-based measurement results that are all part of the Iowa TIER System. The Teacher Leaders will assist and train teachers in research-based instructional strategies and progress monitoring of students' goals.

### (4) Provide Support and Mentoring to New Teachers

- Lisbon CSD believes that successful teacher induction systems focus on student learning and teacher effectiveness. Strong programs include instructional mentoring by carefully selected, well prepared, released mentors, professional learning communities for mentors and new teachers, engaged principals, and supportive school environments and district policies. The additional funds provided by the TLC plan will help provide funding for this support to continue.

Our Lisbon TLC Plan will provide the necessary resources to expand our current school improvement initiatives in order to reach the identified goals of both the State and Lisbon Schools. Our TLC positions will allow us to support and strengthen MTSS, integration of the Iowa Core, data analysis, PD planning, and our mentoring program.



## Cardinal

“The Cardinal Promise” says we will help every student become a lifelong learner and leader. All of our TLC efforts to improve student learning are tied directly to our Iowa CORE Plan. To fulfill our promise we are implementing 2 primary strategies to positively impact student learning—GRR and Technology.

Strategy 1—The Gradual Release of Responsibility Model (GRR) is a structured method of instruction framed around a process that transfers responsibility within the learning process from the teacher to the eventual independence of the learner. This instructional model requires that the teacher, by design, transition from assuming "all the responsibility for performing a task...to a situation in which the students assume all of the responsibility." The ideal result is a confident learner who accepts responsibility for their own learning and directs this learning so every student can move through the academic spectrum to independent choice and personalized learning. As Buehl (2005) stated, the GRR model “emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise.” With the support of Great Prairie AEA, Cardinal has committed to using GRR in grades K-12. Teacher Leaders will be critically important to successful implementation of GRR. Instructional Coaches will focus on GRR as a framework for student learning and will assist in developing PD to meet the needs of teachers related to GRR. Coaches will regularly observe every teacher in the district and provide debriefing and feedback about how effectively each teacher is implementing the GRR model. Our Mentors will provide additional support for our first and second year teachers as they work to master the GRR model. The mentors will observe their mentee once a month, and will follow up with a debriefing session with a Collaborative Assessment Log (CAL). These CALs will help focus the mentor and mentee on the implementation of GRR. Model teachers will provide learning enriched environments where teaching staff can observe the high-quality implementation of GRR. These teachers will be open to video taping their classroom, and will give permission for the videos to be used at the discretion of the Instructional Coaches for training purposes.

We will also have 1 Special Education Lead and 1 Special Education Coach who will help teachers use GRR with students who have special needs. The Coach and Lead will help support new teachers in the implementation and understanding of IEP's/504 Plans and how to incorporate GRR into the plans. These individuals will help improve co-teaching models and will model/co-teach using the GRR method. Cooperating Teachers will work to enhance and evaluate the progress of each student teacher on a continuing basis, gathering and recording information and conferring with each student teacher for purposes of analysis, feedback, and guidance. The cooperating teachers will model GRR, appropriate and meaningful use of technology and will act as a strong, professional mentor to the student teacher. The Organizational Health Team Leads will help improve the culture, communication and overall health of our organization at Cardinal. This will include working with teachers to determine what other resources would help support implementation of the GRR model. The PD planned and delivered by our TLs coupled with opportunities to observe GRR in action in our model classrooms will help all staff understand how to implement GRR.



Strategy 2—Cardinal is a one-to-one technology school at the secondary level and has significantly increased student access to technology at the elementary level. We know that just adding a digital device to the classroom without a fundamental change in the culture of teaching and learning will not lead to significant improvement in student learning. Our TLs will help all Cardinal teachers learn how to manage the transition from a learning environment where paper is the primary technology to a classroom that is primarily digital. To ensure student learning improves, our TLs will provide PD for their peers to:

- Craft a clear vision of connecting all students to the world’s learning resources through technology.
- Model the actions and behaviors they wish to see in everyone’s classroom.
- Support the design of an ongoing and embedded PD program that helps embed technology into effective instructional practices.
- Move in to the role of “systems analyst” to ensure that technology literacy is aligned with standards.
- Ensure that technology is seen not as another initiative, but as integral to curriculum.

Once all teachers have good foundational skills for integrating technology as part of an effective instructional process, the Instructional Coaches and our Mentors will have the opportunity to observe how well teachers are able embed technology as part of their instructional. Coaches and Mentors will compile data from their classroom observations that help them give individual feedback and support to teachers as well as design and implement new PD experiences to help teachers improve technology integration in ways that support increased student learning.

## Central Lyon

The Central Lyon Community School District TLC plan supports all instructional initiatives of the district, fosters sustainability, and strengthens the school and community climate, culture and relationship building. District initiatives include a focus on the K-3 early literacy program, integrating technology and STEM into the regular classroom, effective professional development based on data-driven decision-making, integrating the Iowa Core and supporting and mentoring new teachers.

District Initiatives to support student learning How Central Lyon’s TLC plan supports district initiatives

Focus on K-3 early literacy program A full time instructional coach in TK-5 literacy will be hired through the TLC grant. The coach will focus on student learning in the area of reading, review assessment data and plan activities to improve teaching and learning. The majority of the coach’s time will be spent at the K-3 level, but he/she will also be available for grades 4 and 5. The literacy instructional coach will formulate an action plan to bring about improvement in instructional, in-class supervision and post class discussion of strengths weaknesses and strategies for improvement. The instructional coach in literacy will be responsible for and will oversee the implementation of the K-3 early literacy program. The instructional coach will guide the rest of the staff in the Formative Assessment System for Teachers



(F.A.S.T.), which will be used to measure proficient readers in grades K-3 starting this year. Integrating technology and STEM into the regular classroom Two .5 FTE teachers will be hired to be instructional coaches in technology and STEM integration. They will assist other teachers K-12 integrating the two areas into their lesson plans. They will help teachers individually and collectively and help them make better use of technology and STEM activities through the use of Smart boards and how to use technology effectively. CL is a 1:1 school in grades 7-12 and so teachers need to constantly keep up with their own technology skills so that they can be effective models for their students. The lead teachers will also be curriculum and professional development leaders in their respective areas. Each of the lead teachers will have a specialized area as well. One will be specifically well versed in technology, another in STEM integration, another in math and one in analyzing data. Developing effective professional development based on data driven decision-making One of the main responsibilities of the four lead teachers will be to deliver professional development to improve instructional strategies. The instructional coaches will help coordinate professional development with the lead teachers and with the area education agency, where appropriate. The lead teachers will also demonstrate their skills in effective teaching. They will have a clear understanding of data-driven decision-making for instructional planning. The lead teacher working as the data analyzer will play a critical role in developing data for all to use. Integrating the Iowa Core. The instructional coaches will assist teachers as they align their instruction to the Standards. “The Standards not only define the topical, procedural, and conceptual knowledge students are to learn, they also define the type of cognitive processes in which students are to engage.” (From the Iowa Department of Education website on Iowa Core Resources) Model teachers will demonstrate exemplary teaching practices integrating the Iowa Core. Supporting and mentoring new teachers. The model teachers will demonstrate exemplary teaching practices, not only to the new teachers, but also to other colleagues. The mentor teachers will introduce probationary licensed staff members to programs at department and grade levels. They will meet with probationary licensed staff members on a regular basis to provide instructional and collegial support. They will attend mentor teacher workshops with probationary licensed staff members during fall in-service days and throughout the year. The mentor teachers will spend time during the year with probationary licensed staff members and support them through instructional strategies and curriculum resources. They will take them past the probationary phase in order to give extra support and work toward the goal of retaining effective teachers. They will collaborate in our mentoring program with elementary teachers working with secondary teachers and vice versa. They will work collaboratively with curriculum mapping and work with Marlin Jeffers of the AEA in the first two years of the program. Central Lyon will add a third year in-house mentoring program to help assure retention of teachers.

## Springville

### Connections to Existing Improvement Structures, Processes, and Initiatives

The Springville Teacher Leadership Compensation (TLC) Team will integrate teacher leaders into two district initiatives along with three improvement structures to meet our district vision. The administrative team will continue to oversee and guide initiatives and structures. The TLC grant will fund one instructional coach, three lead teachers, and five model teachers.



## Initiatives

### Initiative 1: Multi-Tier System of Support (MTSS)

Springville CSD strives for all students to be proficient at grade level in reading and make one year's growth in one year's time.

With the implementation of MTSS, we will ensure that all students' academic needs are met to reach proficiency level.

Through this process, we identify students at risk, adjust instructional strategies, and analyze data to guide teaching practices.

How TLC plan will connect, support, strengthen

Instructional Coach ~ The coach will attend professional workshops, research best practices, and support teachers with implementation of research-based strategies. The coach will also assist in data analysis with building/district assessments and intervention supports.

Lead Teachers ~ Teachers will help support peers to analyze student performance and create plans to meet all students' needs. As we move forward with MTSS implementation, our lead teachers will be available to guide and coach.

Model Teachers ~ Teachers will open their classrooms to provide colleagues the opportunity to observe and reflect upon effective instructional practices and structures.

### Initiative 2: Implementation, Alignment, and Assessment of the Iowa Core

Springville CSD continues to implement the Iowa Core with fidelity. Professional development has focused on unpacking the standards, aligning instructional materials to the Core, and the development of common assessments in all curricular areas and grade levels.

How TLC plan will connect, support, strengthen

Instructional Coach ~ The coach will attend professional workshops, research best practices, and support teachers with implementation of the Iowa Core. The coach will help in the development and analysis of summative and formative assessments. In addition, they will assist in the planning and delivery of professional development focused on the Iowa Core.

Lead Teachers ~ Teachers, as a part of the District Improvement Team, will assist in the planning and delivery of professional development focused on the Iowa Core. Lead teachers will be resources for colleagues in the implementation and alignment of the Iowa Core.

Model Teachers ~ Teachers will open their classrooms to observation of effective instructional practices and structures that have proved to meet expectations of the Iowa Core.

## Structures



Our district utilizes three structures to attain school improvement goals.

#### Structure 1: Professional Learning Communities (PLC)

PLCs meet on a weekly basis to strengthen teaching practices and focus on student achievement. 100% of teachers participate in one of four grade span PLCs (K-2, 3-5, 6-8, 9-12) or content area learning communities.

How TLC plan will connect, support, strengthen

- Instructional Coach ~ The coach will take data from PLC sessions to structure professional development based on need.

Lead Teachers ~ The teachers will support the facilitation of PLC meetings and ensure discussions are focused on student achievement and the upholding of norms.

Model Teachers ~ The teachers will be active participants in grade level PLC meetings.

#### Structure 2: District Improvement Team (DIT)

Our district presently utilizes staff members at each building (elementary and secondary) to serve on DIT alongside administrators and GWAEA personnel. The goal of this team is to plan, administer, and evaluate K-12 professional development. This team meets quarterly to develop an agenda and coordinates our staffs learning for full-day professional development. With TLC funds and new leadership roles, DIT will be comprised of administration, instructional coach, lead teachers and GWAEA personnel. DIT's focus would shift from planning full-day professional development to planning year-long opportunities for continued learning. An increase in contract days for the lead teachers and instructional coach would allow for collaborative planning as well as opportunities to strengthen his/her knowledge base.

How TLC plan will connect, support, strengthen

- Instructional Coach ~ The coach will actively participate in DIT meetings and have the availability and resources to analyze district student achievement data to drive decision-making for meaningful professional development. They will also assist in the planning and delivery of professional development focused on initiatives.
- Lead Teachers ~ The teachers will actively participate in DIT meetings and carry out the professional development plan.

#### Structure 3: Teacher Induction System

To effectively support and coach new teachers, we are currently a part of the GWAEA Induction Consortium which supplies a mentor to work with first and second year teachers. The fully-released mentor is an experienced teacher who participated in a rigorous selection process with the Consortium and GWAEA to secure this current mentor role. The mentor and mentee meet on a consistent and



frequent basis to reflect on teaching, analyze student performance and provide additional support the mentee desires or requires. While this program is proving to be effective for new teachers in the first two years, the support quickly drops off once they finish the second year.

How TLC plan will connect, support, strengthen

With the TLC grant, the instructional coach, lead teachers, and model teachers

- Instructional Coach ~ The coach will actively participate in DIT meetings and have the availability and resources to analyze district student achievement data to drive decision-making for meaningful professional development. They will also assist in the planning and delivery of professional development focused on initiatives.
- Lead Teachers ~ The teachers will actively participate in DIT meetings and carry out the professional development plan.

### Structure 3: Teacher Induction System

To effectively support and coach new teachers, we are currently a part of the GWAEA Induction Consortium which supplies a mentor to work with first and second year teachers. The fully-released mentor is an experienced teacher who participated in a rigorous selection process with the Consortium and GWAEA to secure this current mentor role. The mentor and mentee meet on a consistent and frequent basis to reflect on teaching, analyze student performance and provide additional support the mentee desires or requires. While this program is proving to be effective for new teachers in the first two years, the support quickly drops off once they finish the second year.

How TLC plan will connect, support, strengthen

With the TLC grant, the instructional coach, lead teachers, and model teachers will provide a supportive and collaborative system for continued guidance.



## Part 4

### United

#### Past Requirements for Mentoring

We established a mentoring and induction plan in the early 2000s but have not updated it since that time. The district has been fortunate to utilize highly effective people in our classroom, but needs a more valid and reliable system for tracking and reporting mentor success. It has been difficult to keep initiatives as a part of our common practices due to teacher turnover. The TL system will provide a coordinator that will help mentors and mentees by structuring the transition to the teaching profession.

Our “mentoring and induction program” has not been emphasized for a number of years. Our teacher leadership survey shows that only  $\frac{1}{3}$  of staff considered it a key initiative. A SIAC member described the need for additional modeling of best classroom practices for new mentees. Through discussion with our past mentors two additional needs were mentioned: 1) a purposeful pairing of the mentors and mentees and 2) pairings need to begin earlier. Due to this feedback, our TL Program will provide more support in this area. Our teacher leadership program will provide a Mentor Program Facilitator who will assist in closing these gaps while enhancing the program strengths.

#### Philosophy

The purposes of our current mentoring and induction program is to promote excellence in teaching, enhance student achievement, build a supportive environment within the school district, increase the retention of beginning teachers and promote the personal and professional well-being of teachers. A formal induction and mentoring program improves the practices of novice teachers and the practices of the mentors. Both mentor and mentee benefit from reflection on their own classroom practices to make necessary changes and enhancements.

#### Improved requirements

The Mentor Program Facilitator will use a deliberate approach to pairing mentees and mentors. Some of the Mentor Program Facilitator’s extended days will be used to recruit mentors and thoughtfully pair them with new teachers. The Mentor Program Facilitator will assist mentees in securing opportunities to observe exceptional instructional practices.

The mentors will exhibit the following qualities:

- A minimum of four years of exemplary classroom teaching
- Strong interpersonal and communication skills
- Effective coaching skills and scheduling flexibility
- Ability to work with adults effectively
- Positive role model



- Practices the Iowa Teaching Standards
- Have completed, or are currently enrolled in mentor training

#### New Mentoring Timeline - Year 1

##### Mentor/Mentee Roles Program Facilitator Role

##### Summer/Teacher

In-Service Requirements      \*Mentor makes initial contact with mentee

\*Mentor is available to answer mentee questions      \*Communicates with administration about new teachers hired

\*Gives mentees the beginning teacher needs survey

\*Deliberately pairs mentees/mentors

\*Assists in enrolling mentees/mentors in AEA mentoring classes as needed

\*Plans and attends "New Teacher Workshop" day

Semester 1      \*Mentor guides mentee in creating professional goal

\*Mentor follows-up after staff meetings

\*Mentor helps mentee prepare for open house, conferences

\*Mentor helps mentee with data collection and analysis

\*Mentor explains grading program and report card processes

\*They meet at least weekly

\*Both maintain logs of meeting hours

\*Mentor guides mentee in document collection for professional teaching portfolio

\*Mentor guides mentee in preparation for student assessments

\*Mentor helps prepare for conferences/IEP meetings      \*Plans a meeting for veteran teachers who are new to the district

\*Plans a formal meeting for mentees separate from mentors

\*Plans a formal meeting for mentors separate from mentees

\*Introduces mentees/mentors to the school board



- \*Collects mentee/mentor meeting logs

- \*Compiles Mentor Program Facilitator Portfolio data

Semester 2      \*Mentor checks-in on mentee's professional goal progress

- \*Mentor follows-up with mentee after staff meetings

- \*Mentor helps mentee prepare for conferences/IEP meetings

- \*Mentor helps with data collection and analysis

- \*They meet at least weekly

- \*Both maintain log of meeting hours

- \*Mentor guides mentee in document collection for professional teaching portfolio

- \*Mentor assists mentee in finalizing professional goal and requirements for mentee class

- \*Mentor guides mentee in preparation for student assessments

- \*Mentor guides mentee in preparation for end of year assessments and documentation for cumulative folders

- \*Mentor assists mentee in collection of classroom inventory, ordering of instructional materials, and completing end of year checkout

- \*Both complete survey for mentee/mentor program success with mentor coordinator and building principal

- \*Plans a meeting for veteran teachers who are new to the district

- \*Plans a formal meeting for mentees separate from mentors

- \*Plans a formal meeting for mentors separate from mentees

- \*Collects mentee/mentor meeting logs

- \*Compiles Mentor Program Facilitator Portfolio data

- \*Conducts survey with mentees/mentors pertaining to program effectiveness

- \*Meets with administration to discuss recommendations for program changes

- \*Compiles Mentor Program Facilitator Portfolio and shares with administrator

Year 2: Repeat requirements from year 1 as applicable. Additional requirements for the mentee include the completion of the professional teaching portfolio by March. The Mentor Program Facilitator will also meet with mentee/mentor pairs upon completion of the program to discuss future changes and needs.



If an additional year of mentoring is required, the district will extend the mentoring requirements to Year 3.

### Baxter

For many years, BCSD had educators vested in our school district. As these individuals retired, the school filled their positions with novice teachers. Although these teachers have stated that their experience at BCSD was positive, their need for relocation pushed them into searching for positions in different districts. Ultimately, we would like to increase tenure teachers within our district. It is our intent, with this grant, to provide them with a collaborative and supportive environment. If we can achieve this through the TLC structure, student achievement and organizational results will benefit.

Our plan is designed to expand the mentor teacher position and support new teachers in our district. We strive to have a school culture that is appealing to teachers in which they see the impact of their work through a personalized learning environment.

Goal #1: Provide formal and informal coaching in an effort to improve the effectiveness of teaching and learning

- Increase learning opportunities for staff to engage in collegial professional development
- Increase student achievement as measured by Adequate Yearly Progress (AYP) indicators and our Balanced Assessment Framework

At present, mentors and mentees are matched according to their teaching assignment whenever possible. This is done to encourage growth through collaboration and co-teaching. New teachers gain classroom management tips, lesson ideas, and other essentials to the profession through their mentor. Mentors and mentees are required to meet a minimum of ten hours per semester and must document the hours they meet and topics discussed. All teachers new to the district attend an orientation workshop that introduces them to our core values, initiatives, and procedures. Currently, BCSD collects data around our mentoring and induction program utilizing a mentoring log. With this grant, we will begin collecting and using survey data focused on Characteristics of Effective Instruction to drive continuous improvement. This will help us gain a better understanding for the needs of new teachers and mentors.

The TLC grant will allow our district to provide release time in addition to common planning time for mentors and mentees to meet. The meeting time will include:

- Increases in co-teaching experiences/opportunities
- Additional observations, peer-peer, followed by feedback offerings
- Structured reflective practices where PLCs can work its magic



The district will gather regular feedback to measure the effectiveness of the mentoring program in efforts to make adjust our system structure as needed. This will be created and managed through the TLC coordinator or advisory team. Mentors will be provided with training opportunities in addition to district professional learning to increase leadership and coaching capacity

Goal #2: Attract & retain high-quality teachers by providing career pathways driven by a collaborative environment

In order to attract and retain high quality teachers, both new to the profession and veterans new to our district, we will continue to provide multiple opportunities for teachers to participate in the following initiatives:

- Professional Learning Communities
- Positive Behavior Supports
- 1:1 Technology
- Characteristics of Effective Instruction
- Authentic Intellectual Work
- Instructional Practice Inventory
- Iowa Core

The staff designs and implements Individual Career Growth Plans around our district mission and goals. After careful examination of our mentoring program, we believe the following actions need to occur:

- Mentors and mentees will have intentional, reflective conversations together that are focused on things such as effective instructional practices and the modeling of these practices by mentor and model teachers.
- Mentors and mentees will have opportunities to meet beyond the ten hours required by the state.

Goal #3: Support teacher-leader roles that are currently structured in the system by continuing to build leadership capacity

Currently Mentors are receiving minimal supports and the TLC grant would help us in maximizing our impacts on new staff. In order to make the most out of our mentoring program we are proposing that our mentors engage in opportunities to build their knowledge of current research-based instructional practices, increase leadership capacity through coach training, and by attending the Mentoring Matters offerings. We also want mentors to build skills in coaching mentees through observations and reflective conversations.



“Tell me and I forget, teach me and I may remember, involve me and I learn.”~Ben Franklin. With the enhanced resources of the TLC grant, BCSD will strengthen its mentoring and induction program through active involvement among our novice and mentor teachers.

## Nodaway Valley

### Our Current Program

After analyzing our current mentoring program, we arrived at the conclusion that some gaps exist. After interviewing teachers new to the profession and teachers new to the district, we feel we could do more to strengthen the confidence, success, and retention rates of new teachers. Over the last 10 years, there have been 47 new hires to the district with only 23 who remain employees of the Nodaway Valley School District, creating a retention rate of only 49%.

Our current model leans more in favor of initial teachers (teachers new to the teaching profession) than it does for teachers who are just new to the district. At the present state, mentor teachers are trained for a two year period and no further training is required of them. An initial teacher is assigned a mentor within the building they teach, whether elementary, middle, or high school. Both mentor and initial teachers attend training sessions offered by the AEA in Creston and continue to meet on a weekly basis throughout a two year period. During these weekly sessions, both mentor and mentee work together on packets provided through the AEA. They also use this time to discuss questions, concerns, struggles, and triumphs. Formal administrative observations of initial teachers will occur three times each year for the first 2 years. Administrators will provide feedback following these observations. Teachers will also be required to provide a portfolio with artifacts showing implementation of the teaching standards. Currently, staff meets 1.5 hours weekly for collaboration and professional development in each of the three district buildings.

Other times throughout the year, staff meet in one building for full day professional development. Our Lead Team members lead the professional development sessions, which currently focuses on student data and achievement, effective teaching methods, and implementing our standards based education philosophy.

The gaps in our new teacher program are:

- Time issues: Mentor and initial teachers struggle to find common meeting times.
- Leave issues: Added stress is placed on initial teachers to prepare for training sessions outside of the district.

Training Span: Our current program provides support for a two year span and does not continue after the first two years for both mentor and initial teachers.



Professional Development: Although it focuses on many of the strategies to improve student achievement and professional growth, it falls short of providing the support system needed to implement these strategies. (Observation, modeling, mentoring, and feedback)

Teachers new to the district:

There is currently no support structure in place for experienced teachers new to the district other than an added day of professional development. This creates a large gap in support and communication between teachers new to the district and current staff.

#### Implementing TAP

The TLC committee feels implementation of the TAP System will address many of the gaps and will create a support system for all teachers in the district. Master and Mentor teachers will apply for positions and qualified candidates will be selected by a hiring committee. The skills the committee will be looking for in both Master and Mentor teachers include:

- Excellent collaboration and communication skills
- A record of increasing student achievement
- Instructional expertise
- An understanding of how to facilitate growth in adults
- Expertise in content, curriculum development, student learning, data analysis
- 3 Years of successful teaching history

Funds from the grant will be used for

- Increasing the minimum teacher salary to \$33,500 for all instructors
- \$10,000 in additional pay for Master Teachers.
- \$5,000 in additional pay for Mentor Teachers.
- \$2,000 in additional pay for Model Teachers.

Master and Mentor Teachers will attend TAP core training where they will learn about the evaluation process, leadership team, cluster group meetings, and field testing. The TAP system provides a strong infrastructure to deliver the needed collaboration time and support to assist all educators in their professional growth and help to improve student achievement. Master and

Mentor teachers will spend time in the classrooms of all teachers, from the initial teacher to the veteran teacher.



Model Teachers will be in their classroom 100% of the time but will open their doors to new teachers and veteran teachers alike to observe teaching strategies modeled by the Model teacher. They will also assist the Master and Mentor teachers with cluster groups. Personalized coaching from Master and Mentor teachers will consist of team teaching, model teaching, instructional strategies, professional feedback, lesson reviews, and review of student work. This system provides more support for teachers new to the field than our current system allows, and the support continues year after year. Cluster groups will take place once a week to focus on high-quality instructional strategies aimed at meeting student learning needs. Grade-specific cluster groups will help educators identify and discuss age specific strategies that will increase student success.

As a district, we feel the TAP system will help our endeavor to move forward, to grow together professionally (new and veteran teachers), and be successful as educators and provide quality, research-based strategies to help students become successful in school and beyond. We feel our collaborative school culture is enticing to teachers who want to see the impact of their work through a personalized learning environment.

### Collins-Maxwell

Current Mentoring and Induction Program:

Our current mentoring and induction program framework works independently throughout the school year. The new teachers in the district meet for one full day prior to the school year to discuss district initiatives, complete necessary paperwork, and get their classroom ready. New teachers are also required to work with Heartland Area Education Agency to meet monthly as part of their Mentoring and Induction Program. Based on feedback from current mentors and mentees, the district recommends that the mentors meet with mentees monthly to discuss and reflect on their teaching practices. Time for mentors and mentees to observe each other is not currently provided by the district.

Our district currently uses mentors who have been in the district for a number of years and have vast experience in implementing district initiatives. New teachers to the district but not to the profession go through induction as a way to connect initiatives and align their work with the current work of the district. All teachers must connect their work with the Iowa Teaching

Standards and Criteria.

Areas of improvement needed:

Based on surveys from current mentors and mentees, we are aware that new teachers to our district need more time to meet with mentors, develop a deeper understanding of fundamental evidence-based practices, and continued implementation of

Authentic Intellectual Work and Competency Based Education initiatives.

How the TLC System will address the areas of improvement:



We understand that providing a strong mentoring and induction program for new teachers at Collins-Maxwell Community Schools will not only improve individual teacher development, but will also help to enhance our district. Providing a strong mentoring and induction program will help new teachers become leaders in the classroom and in the district. The different roles, as laid out in our TLC system, will all have defined responsibilities in our mentoring and induction plan as shown below.

- Mentor Teachers will

- Recognize social and emotional needs of new teachers and provide support for these needs.

- Support new teachers as they learn and implement building and district goals, initiatives, policies, and procedures.

- Observing and giving feedback in mentee's classroom.

- Meet regularly and as needed to with new teachers.

- Meet regularly with System Learning Specialist to build capacity to support new teacher learning.

- Professional Development Implementation Coaches will

- Support teachers to develop knowledge of data-driven decision making.

- Work with new teachers to research, model, and implement evidence-based instructional practices that align with district goals.

- System Learning Specialists will

- Provide and support evidence-based instructional practices in classrooms.

- Work with new teachers to research, model, and implement evidence-based instructional practices that align with district goals.

Our TLC system will address the need for each building to have mentor teachers trained in coaching and targeted needs of new teachers. This training will take place during additional contract days and will be led by the System Learning Specialists and

Professional Development Implementation Coaches. Mentor teachers will also observe new teachers with a strong connection to the Iowa Teaching Standards and Criteria. These observations will have a clear focus on providing effective feedback for new teachers. Through these roles and steps to improve, we would like to see our Mentoring and Induction Program promote the personal and professional well being of classroom teachers, build a supportive environment within the school district, provide leadership opportunities, support continuous improvement, promote excellence in teaching, and enhance student achievement.

This TLC system provides layered support for new teachers. Currently, new teachers have one mentor to lean on for support, while our TLC system allows for a network of teachers. Mentor teachers will be the



primary support, but new teachers will also have a PD Implementation Coach to guide their data-based decision making and evidenced-based strategies. The System

Learning Specialists will offer another layer of support by providing them with evidence based instructional practices and implementation of instructional strategies that align with district goals. By providing these layers of support, new teachers will have access to more people and resources intended to build and improve their teaching and learning.

### North Cedar

The North Cedar TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers in a variety of ways. Below is an analysis of the effectiveness of our current induction and mentoring program along with a detailed description with areas of improvement and how North Cedar's TLC plan will address these gaps.

-Analysis of the effectiveness of the current induction and mentoring program

Currently our mentoring and induction framework looks different throughout the district. The district recommends that the mentors meet with mentees monthly to discuss and reflect on their teaching practices. The district currently does not provide time for mentors or mentees to observe each other's classrooms for observation.

-Areas of improvement needed in the current program

Upon analyzing our current practice, North Cedar feels it is vital to provide a structured framework along with coaching and observation time.

-Analysis how your TLC plan will address these gaps

North Cedar believes the support for beginning teachers as they embark in their professional journey is crucial. Model teachers can shape the professional growth of their colleagues, the culture of schools, and the practice of a new generation of teachers.

North Cedar strives to support effective induction and encourage best practice in supporting professional growth from pre-service throughout a teacher's career.

A model teachers offers the opportunity to create professional learning environments guided by norms of collaboration, high expectation, equity, ongoing inquiry, and reflection. At North Cedar, our model teachers challenge the status quo by advocating for new ways to introduce beginning teachers to the profession and provide professional development that supports beginning teacher growth.

North Cedar's model teachers follow a Teacher Induction Framework that includes mentoring tools and protocols designed to assist model teachers in the support of their beginning teachers to be the successful, quality teachers they want to be.



## Framework Description

### 1 An Introduction to Instructional Mentoring

To support model teachers in responding to each new teacher's development and contextual needs and promote the ongoing examination of instructional practice.

### 2 Setting Professional Goals

To deepen model teachers' understanding of the role of formative assessment through establishing focused goals based on student standards and professional teacher standards.

### 3 Coaching and Observation Strategies

To assist model teachers in collection and sharing observation data aligned with professional teaching standards to help new teachers improve their practice.

### 4 Analysis of Student Work

To provide model teachers with tools and strategies to help beginning teachers identify student needs, plan for differentiated instruction, and ensure equitable learning outcomes.

#### Analysis of Student Work

Model teachers and beginning teachers work collaboratively to examine the work of students in new teachers' classrooms to discover student learning needs and determine how best to address them. Model teachers use their experience and expertise to help the beginning teacher select appropriate student work, establish criteria for assessment, and sort and analyze the work to identify learning needs. Together, they identify patterns that become apparent from this analysis and reflect on implications for the teacher's practice.

The Analysis of Student Work focuses on the following topics

- Support new teachers in understanding and addressing the diverse learning needs of their students
- Explore a rationale for analyzing student work to guide instruction
- Become familiar with a process and protocol for examining student data
- Learn a scaffold for differentiating instruction
- Plan lessons
- Build communication skills with parents

#### Coaching and Observation Strategies



Research has shown that beginning teachers, for the most part, want to have someone observe them teach. One goal of our model teacher process is to instill professional norms where teachers welcome another set of eyes in the classroom and are comfortable with the observation data collected by a model teacher, coach, or another colleague. These observation data can become invaluable stimuli for teacher learning and development. Our Coaching and Observation Strategies, supports the model teacher in conducting classroom observations by offering step-by-step process using a number of tools and protocols, along with suggestions for engaging in meaningful conversation about data.

The Coaching and Observation Strategies focuses on the following topics

- Review the coaching cycle
- Learn the planning and reflecting conversation protocol
- Use professional teaching standards to guide data collection
- Develop skills in collecting and analyzing data
- Learn to use observation tools
- Give strategic feedback using language of support

We invite model teachers to experiment with their beginning teachers as they engage in these collaborative processes. We encourage model teachers to invite new teachers to be curious, to hold high expectations for themselves and the beginning teachers, and to embrace these professional dialogues as opportunities to question, to learn, and to grow.



## Part 5

### Stratford

Stratford actively sought input from teachers, parents, and community members and established three roles which support the district's goals and are aligned to ongoing district initiatives and professional development (PD). Instructional coaches, model teachers, and mentors will collaborate to provide timely PD as well as support for individual teachers in order to increase student achievement.

Stratford identified the three roles (instructional coaches, model teachers, and mentors) for 11 teachers (25%) of the teaching staff). All roles are defined as follows:

#### Initial Teachers

Qualifications: Initial teachers have successfully completed an approved practitioner preparation program and will participate in a two-year mentoring and induction program.

Salary: Salary for an initial teacher shall be at least \$33,500. Stratford's minimum salary is \$37,386.

Extended contract: Teachers new to the district shall be issued a contract that is five days longer than the contract for career teachers.

Career Teachers: Career teachers have successfully completed the initial teacher mentoring and induction program and have demonstrated the competencies of a career teacher as determined under the district's comprehensive evaluation system. They will have taught for a minimum of three years, including one year in the district.

Salary: Salary for a career teacher shall be at least \$33,500. Stratford's minimum salary is \$37,386.

Extended contract: Career teachers shall be issued a standard contract with no additional days.

#### Instructional Coaches (2)

Qualifications: An instructional coach meets Stratford's requirements of a career teacher, actively participates in and implements PD with fidelity, demonstrates learning and continuous improvement in teaching, demonstrates gains in student achievement, and demonstrates skill in a) data analysis, b) use of data to determine student need, c) design and implement interventions, and d) use of data to evaluate effectiveness of interventions (Multi Tiered System of Supports- MTSS), possesses the skills and qualifications to assume the leadership role, and is evaluated by the school district as demonstrating the competencies of an instructional coach.

Selection: Participation in a rigorous review and evaluation process using the Teacher Leader Model Standards conducted by a site-based review team Length of Assignment: One year

Participation Percentage: The instructional coach will spend 80% of the contract time engaged in student instruction and 20% of the contract time performing teacher leader duties.



Additional Days: Instructional coach contracts shall be 10 days longer than career teachers and the additional contract days shall be used to work with teachers to analyze data, research effective strategies, and plan PD to strengthen instructional practices, improve student achievement, impact student behavior, and nurture instructional leadership of model teachers. Salary Supplement: Instructional coaches shall receive annually a salary supplement of \$11,000 (including 10 additional contract days).

Duties: The instructional coach will assist teachers in interpreting data and developing multi-tiered system of support plans to address needs. The instructional coach will also work with the building administrator to organize, plan, and implement PD to strengthen instructional practices. •Conduct coaching cycles with teachers

- Analyze data from a variety of assessments
- Engage peers in analyzing and using data to drive and strengthen classroom instruction
- Identify and address student needs
- Research instructional strategies and materials aligned with Iowa Core and Characteristics of Effective Instruction; share findings with teachers; help teachers implement new strategies in classrooms;
- Share instructional strategies and materials with model teachers and mentors;
- Work with teachers to help them implement new strategies, demonstrate model lessons, observe lessons, and provide feedback to enhance teachers' self-efficacy
- Reflect on practices to instill a bias for action
- Pose questions to generate analysis of student learning
- Improve instruction and learning
- Facilitate professional learning opportunities among staff members
- Be a catalyst for change
- Meet regularly with administrator, mentors, and model teachers to communicate and coordinate instructional needs
- Lead focused PD on instructional practices
- Align instructional practices with the Iowa Core, Universal Constructs, and 21 century skills
- Increase the instructional capacity of teachers in MTSS, STEM and integration of literacy skills
- Model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve; align professional goals with those of the school: and share responsibility



### Mentor (with Initial Teacher)

**Qualifications:** A mentor meets Stratford's requirements of a career teacher, actively participates in and implements PD with fidelity, demonstrates learning and continuous improvement in teaching, demonstrates gains in student achievement, possesses the skills and qualifications to assume this leadership role, and is evaluated by the school district as demonstrating the competencies of a mentor.

**Selection:** Participation in a rigorous review and evaluation process using the Teacher Leader Model Standards conducted by a site-based review team **Length of Assignment:** One year

**Participation Percentage & Partnerships:** The mentor will spend 95% of the contract time engaged in student instruction and 5% of the contract time performing teacher leader duties.

**Additional Days:** Mentor contracts shall be 5 days longer than career teachers and the additional contract days shall be used to strengthen curriculum and instruction practices and nurture instructional leadership of initial teachers.

**Salary Supplement:** Mentor teachers shall receive annually a salary supplement of \$4,250 (including 5 additional contract days).

**Duties:** Mentor teachers will teach 95% of the time, serve as models of exemplary teaching practice, collaborate, plan, and coach initial teacher. Collaboration and coaching shall include release time (minimum 1x/month).

- Serve as role model; acclimate beginning teachers to the new school; and advise teachers about instruction, curriculum, procedures, practices, and politics
- Collaborate, discuss, and reflect on Iowa Teaching Standards
- Share instructional resources to use with students; share professional resources
- Work with mentee to implement new ideas, demonstrate model lessons, observe lessons, and provide feedback to enhance teachers' self-efficacy; reflect on practices; instill a bias for action
- Meet regularly with administrator, instructional coaches, and model teachers to communicate and coordinate instructional needs
- Model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve; align professional goals with those of the school: and share responsibility

### Model Teachers (2)

**Qualifications:** A model teacher meets Stratford's requirements of a career teacher, actively participates in and implements PD with fidelity, demonstrates learning and continuous improvement in teaching, demonstrates gains in student achievement, possesses the skills and qualifications to assume this leadership role, and is evaluated by the school district as demonstrating the competencies of a model teacher.



Selection: Participation in a rigorous review and evaluation process using the Teacher Leader Model Standards conducted by a site-based review team Length of Assignment: One year

Participation Percentage & Partnerships: The model teacher will spend 95% of the contract time engaged in student instruction and 5% of the contract time performing teacher leader duties.

Additional Days: Model teacher contracts shall be 5 days longer than career teachers and the additional contract days shall be used to strengthen instructional practices.

Salary Supplement: Model teachers shall receive annually a salary supplement of \$4,250 (including 5 additional contract days).

Duties: Model teachers will contribute to professional growth by providing examples of high quality instruction for teachers to observe. They will be responsible for implementing district initiatives and demonstrating high levels of instructional expertise.

- Demonstrate a repertoire of instructional strategies that improve student achievement in the classroom
- Model effective teaching strategies; help colleagues implement effective teaching strategies (based on Iowa Core and

Characteristics of Effective Instruction)

- Align instructional practices with the Iowa Core, Universal Constructs, 21 century skills, and Characteristics of Effective Instruction
- Model deep understanding of Iowa CORE and how to use Iowa CORE in planning instruction and assessment; lead discussions, model instruction based on Iowa CORE, and develop shared assessments.
- Welcome visitors to the classroom during instructional and non-instructional times
- Meet regularly with administrator, instructional coaches, and mentors to communicate and coordinate instructional needs
- Facilitate professional learning opportunities among staff members
- Work with instructional coach to design research-based lessons to be observed
- Serve as instructional leader, collaborating coach, resident expert, and mentor of instructional strategies including integration of technology
- Model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve; align professional goals with those of the school: and share responsibility for the success of the school community.



## West Branch

The WB TLC Committee selected the Option Three Plan as optimal because of the flexibility to best meet district needs. We propose to create three new full release positions and twenty-seven stipend positions that include integrating the current Grant Wood AEA i3 Induction and Mentoring grant. All positions will work with the appropriate District and Building Leadership Teams.

Full Release Positions (3 positions)

PK-5 Reading Coach (Elementary PK-5) 1.0 FTE

0% engaged in student instruction

100% performing teacher leader duties

This role supports our C-Plan goal of improving student performance in reading and strategic plan WBCSD Strategic Goal #1 to support effective teaching and learning practices, as well as WBCSD Strategic Goal #2 of investing in human capital and leadership. The work related to this role will help improve instruction by ensuring students are taught with research based instructional reading strategies, that instructional minutes are maximized, and appropriate materials are used to support instruction. The staff member serving in the role of PK-5 Reading Coach will:

- collaborate with building leadership team to plan & deliver professional development--entire staff & targeted,
- observe classroom instruction and provide coaching & feedback,
- model instructional strategies,
- provide grade level guidance on effective use of instructional block,
- stay current in research based practices & materials,
- attend PLC meetings as directed or need identified to support the process,
- support implementation of grade level and building-wide common formative assessments,
- collaborate with teachers on the design of instructional interventions for small groups and individuals,
- collaborate with Content PD Leaders to deliver professional development,
- serve as a member of the building intervention team,
- attend School Improvement Advisory Committee (SIAC) meetings,
- serve on building & district leadership teams, and
- attend school board meetings and provide reports as requested.



PK-12 STEAM Coach (w/ Math emphasis) Science, Technology, Engineering, Art and Math 1.0 FTE

0% engaged in student instruction

100% performing teacher leader duties

This role supports our C-Plan goal to improve student achievement in math and science and WBCSD Strategic Goal #1 to support effective teaching and learning practices, as well as WBCSD Strategic Goal #2 of investing in human capital and leadership. Currently, we have Project Lead the Way courses available for grades 7-12. The TLC plan will help reach our goals at both elementary and secondary levels. This work is critical due to Hoover Elementary School's SINA 2 designation in mathematics. The efforts will also support our district's focus on technology and desire to prepare students for the 21st Century workplace. The staff person serving in the role of PK-12 STEAM Coach will:

- collaborate with building leadership team to plan & deliver professional development--entire staff & targeted, •model instructional strategies,
- provide guidance for implementation of technology in the classroom,
- stay current in research based practices & materials in the areas of math and science,
- collaborate with teachers on the design of instructional interventions for small groups and individuals,
- explore opportunities to integrate more engineering and technology into elementary classrooms,
- collaborate with Content PD Leaders to deliver professional development,
- serve as a member of the building intervention team,
- attend SIAC meetings, serve on building & district leadership teams, and
- attend school board meetings and provide reports as requested

6-12 Assessment/Data Feedback Coach (Secondary Level Grades 6-12) 1.0 FTE

0% engaged in student instruction

100% performing teacher leader duties

This role supports our district focus on using student performance data to inform instruction and effectively plan for all learners.

The work supports WBCSD Strategic Goal #1 to support effective teaching and learning practices, as well as WBCSD Strategic Goal #2 of investing in human capital and leadership. The staff leader assigned to the 6-12 Assessment/Data Feedback Coach will:

- collaborate with building leadership teams to plan & deliver professional development--entire staff, small group and individuals,



- observe classroom instruction and provide coaching and feedback,
- collaborate with small groups and individuals on designing quality assessments aligned with district standards,
- collaborate with small groups and individuals on analyzing student work,
- collaborate with small groups and individuals on designing appropriate instructional strategies based on analysis of student work,
- stay current in research based practices and materials,
- explore and promote opportunities for STEAM/PBL extra-curricular activities,
- collaborate with Content PD Leaders to deliver professional development,
- promote common assessment and feedback practices in all secondary classrooms,
- serve as a member of the district leadership team,
- attend SIAC meetings, and
- attend school board meetings and provide reports as requested.

### i3 Mentoring and Induction Positions

0% engaged in student instruction

100% performing teacher leader duties as part of GWAEA Consortium Grant

The Induction Coaches will be responsible for supporting the growth and development of beginning teachers. This role supports our C-Plan goal to improve student performance in the areas of reading, math, and science. It also supports WBCSD Strategic Goal #2 of investing in human capital and leadership. The i3 Instructional Coach will:

- support a caseload of up to 15 first and second year teachers, K-12,
- provide professional development for new teachers,
- utilize a variety of data collection tools & protocols with new teachers,
- participate in Grant Wood AEA Mentor Academies, Induction Coach Forums, Professional Learning Communities and Peer Coaching,
- assist teachers in reflecting on and analyzing their practice,
- model innovative teaching methodologies,
- collaborate with Content PD Leaders to deliver professional development,



- incorporate technology and analysis of data to advance classroom practices in teaching and learning,
- promote collegiality and build community among participating new teachers, and
- collaborate with principals and GWAEA staff to ensure coherence.

Induction coaches will utilize a variety of data collection tools and protocols that guide coaches and teachers in reflecting on practice and monitoring progress towards professional goals for instructional improvement.

#### Stipend Roles (27 positions)

The district has identified four types of stipend roles to support district initiatives. The successful candidates will be selected from our current teaching staff to serve the needs of our district with a K-12 certified enrollment over 800 students. These teachers will serve in their stipend roles while maintaining full time teaching loads.

#### Building Leadership Team (BLT) (3 positions per building = 9 total)

100% engaged in student instruction

0% performing teacher leader duties (after / before school support roles)

Each of our three district buildings (elementary, middle, and high school buildings) will have two teachers serving in this building leadership team role. The staff in this role will:

- collaboratively design and deliver professional development,
- analyze building data,
- develop action plans based on data analysis,
- represent building at out-of-district professional development,
- seek input from staff, students, parents and other stakeholders re: building initiatives, and
- attend BLT meetings.

#### PK-12 Social Emotional Learning (1 position per building = 3 total)

100% engaged in student instruction

0% performing teacher leader duties (after / before school support roles)

Improving the safety and comfort of students in the school setting is a priority for the West branch Community School District. WBCSD Strategic Goal #5 refers to improving the academic and social emotional learning environment. The teachers in the PK-12 Social Emotional Learning roles will:

- collaboratively design and deliver professional development,



- analyze building data,
- develop action plans based on data analysis,
- promote common practices for behavior concerns and reporting,
- represent building at professional development,
- seek input from staff, students, parents and other stakeholders re: building initiatives, and
- provide professional development to staff.

PK-12 Professional Partners (in-district mentors to new teachers)(2 positions per building = 6 total)

100% engaged in student instruction

0% performing teacher leader duties (after / before school support roles)

The WBCSD Strategic Goal #2 is to invest in human capital and leadership. It is critical that new teachers feel connected and supported in our district. Staff members in the role of PK-12 Professional Partners will:

- introduce and orient the new teacher to the school,
- assist new teacher in identifying and accessing school and community resources,
- provide support for understanding & use of district curriculum & standards,
- help prepare for parent-teacher conferences,
- assist new teacher with district paperwork and procedures (i.e. purchase orders, transportation requests, absence forms...),
- review rules, routines and school policies,
- encourage collaboration with colleagues,
- schedule, meet & document weekly collaboration sessions,
- support use of district technology and applications, and
- celebrate successes of new teachers.

Content Professional Development Leaders (1 person for each subject area = 9 people)

100% engaged in student instruction

0% performing teacher leader duties (after / before school support roles)



The work supports WBCSD Strategic Goal #1 to support effective teaching and learning practices, as well as WBCSD Strategic Goal #2 of investing in human capital and leadership. The Content Professional Development Leaders will be responsible for ensuring implementation of the Iowa Core in their designated areas. These roles fit together. The full release positions include:

PK-5 Reading Coach, PK-12 STEAM and 6-12 Assessment/Data Feedback Coach.

- Math (PK-12)

English Language Arts (PK-12)

- Science (PK-12)

- Social Studies (PK-12)

- Special Education (PK-12)

- Fine Arts (PK-12)

- Career Technical Education (7-12)

- Early Childhood (PK-K)

- Technology Support/21st Century Skills (PK-12)

Part 5b. Coherent Instructional Improvement Strategy

The Iowa Core provides the instructional guidance and standards for the development of targeted learning lessons. Iowa

Professional Development Model (IPDM) is the professional development framework utilized by the district. The district's School Improvement Advisory Committee (SIAC) has developed a six-goal strategic plan; specific future focused achievement and behavior support targets; and Board approved multi-year S.M.A.R.T. (Specific, Measurable, Attainable, Relevant and Timely) goals.

Technology/ Software

An integral part of our professional development is our commitment to 21 Century technology integration for staff and students. The committee used our current 1:1 laptop initiative to determine the budget for upper end laptop and software needs of our full release teachers. This includes a \$500 allotment for average "break and fix" needs we experience on the typical MacPro laptops over the past three years. (See aligned budget)

## Cardinal

Differentiated TL Roles—Our program consists of 9 clearly differentiated Teacher Leader (TL) roles. The following table lists each role along with the number of positions, whether the position is full time or



extra duty, and the stipend for each TL. Up to 33 teachers could hold a TL position at any time. Because we only have 54 teaching staff, some teachers will need to hold more than 1 role at a time. We will ensure that at least 25% of our teachers (N=14) are in TL roles at all times. All TL roles will receive compensation, and those marked with an asterisk (\*) will be paid by categorical funds.

	Title	#	TL Time	Stipend
1	Instructional Coach	2	Full time	\$10,000
2	Induction Coach/Mentor	9	Extra duty	\$1,400
3	Model Teacher	6	Extra duty	\$1,000
4	Spec Ed Lead Coach*	1	Extra duty	\$4,000*
5	Spec Ed Coach*	1	Extra duty	\$2,000*
6	Organization Health Team	6	Extra duty	\$500
7	Cooperating Teacher (9 weeks)	2	Extra duty	\$200
8	Cooperating Teacher (18 weeks)	2	Extra duty	\$400
9	Iowa Core Lead Teachers*	4	Extra duty	\$2,000*
	Total TL Positions	33		

Our 2 full-time Instructional Coaches will work together to support all K-12 teachers. We currently enroll 636 students in 2 buildings—Cardinal

Elementary and Cardinal Middle-Senior High. The 2 Instructional Coaches will work in both buildings, with 1 coach primarily focused on math and the other focused primarily on literacy. Both will provide support for classroom management, reflective and formative assessments, and technology integration. Coaches will observe all staff 1 time every month and provide constructive feedback through a debriefing session following the observation. The coaches will observe all new teachers every week. Through the coaching support, teachers will have access to model lessons, planning assistance, co-teaching, and one-on-one collaboration. Instructional coaches will have joint planning time every day to share insights and to align their work across the district. Coaches will have an additional 25 days incorporated into their contract to support their own professional development and planning during the summer.

Our TL program will provide 9 Induction Coaches/Mentors who are responsible for mentoring the growth and development of all 1 and 2 year (new or recently returning) PK-12 teachers. Mentors will act as models and guides to help new teachers develop competence and confidence more quickly. They will provide opportunities for new teachers to observe, discuss and practice quality instruction. Each mentor will partner with the new teachers in ways that help all new teachers develop a “growth” mindset. In



addition to mentoring, coaches will provide professional development for beginning teachers in areas such as classroom management, instructional strategies, and supporting students with special needs.

TLC funds will support 6 Model Classroom Teachers who will demonstrate best teaching practices related to content, assessment, and instruction. The model classroom teachers will be given additional training in the summer and periodically throughout the school year. Together, administrators and Instructional Coaches will help teachers know which of the Model Classrooms would be beneficial to observe. Our TL program will include 2 special education positions. The Special Education Lead will act as Cardinal's representative in all district meetings. S/he will support families, teachers, and students with the IEP process by providing training for families and staff regarding 504 plans and IEPs. The Special Education Lead will help the Special Education Coach and special education teachers with the compliance process, facilitate conversations with general education teachers, and create meeting protocols district wide. S/he will also review edit, and finalize all IEPs after the Prior Written Notice is completed and the meeting has been held. The Special Education Lead will also assist with locating and establishing connections with community resources available to build quality transition plans.

Our Special Education Coach will meet with case managers monthly to offer support, assist with progress monitoring compliance, and to share ideas for instructional strategies to assist struggling learners. S/he will help draft IEPs as well as troubleshoot the day-to-day problems K12 case managers encounter. The Special Education Coach will help to build an inclusion model and to assist general education and special education teachers to work collaboratively in co-teaching situations.

In response to K-12 teacher input, we have created 6 Organizational Health Team positions whose job will be to partner with our administration in collaborative efforts that will build a positive and solution oriented culture throughout our district. During monthly meetings, Organizational Health Team members will bring both staff concerns and potential solutions to the administrative team in order to improve the overall health of the organization. This communication and solution driven team will respond to survey data that addresses: organizational health (direction, execution, and connection); my job (my work, my manager, my pay and benefits); and engagement.

Cooperating Teachers in our district will support Student Teachers for either 9 weeks or 18 weeks. Every year, these 4 teacher leaders will help Student Teachers learn to apply the methods and skills they have learned at college in an actual K-12 classroom setting.

The 4 teachers who spend extra time aligning content, instruction, and assessments with the Iowa Core Curriculum will serve as our Iowa Core Lead Teachers. These TLs will examine curriculum in specific grades to determine if they are meeting the Iowa Core standards. They will also determine what kind of training must be provided to address the areas of weakness noted.

How roles fit with instructional improvement strategy—Our primary instructional improvement strategy is the Gradual Release of Responsibility Model (GRR). GRR is a structured method of instruction framed around a process that transfers responsibility within the learning process from the teacher to the eventual independence of the learner. This instructional model requires that the teacher, by design, transition from assuming "all the responsibility for performing a task...to a situation in which the



students assume all of the responsibility." The ideal result is a confident learner who accepts responsibility for their own learning and directs this learning so every student can move through the academic spectrum to independent choice and personalized learning. As Buehl (2005) stated, the GRR model "emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise." With the support of Great Prairie AEA, Cardinal has committed to using GRR in grades K-12. Teacher Leaders will be critically important to successful implementation of GRR. Instructional Coaches will focus on GRR as a framework for student learning and will assist in developing PD to meet the needs of teachers related to GRR. Coaches will regularly observe every teacher in the district and provide debriefing and feedback about how effectively each teacher is implementing the GRR model. Our Mentors will provide additional support for our first and second year teachers as they work to master the GRR model. The mentors will observe their mentee once a month, and will follow up with a debriefing session with Collaborative Assessment Logs (CALs). These CALs will help focus the mentor and mentee on the implementation of GRR.

Model teachers will provide learning enriched environments where teaching staff can observe the high-quality implementation of GRR. These teachers will be open to video-taping their classroom, and will give permission for the videos to be used at the discretion of the Instructional Coaches for training purposes.

We will also have 1 Special Education Lead and 1 Special Education Coach who will help teachers use GRR with students who have special needs. The Coach and Lead will help support new teachers in the implementation and understanding of IEP's/504 Plans and how to incorporate GRR into the plans. These individuals will help improve co-teaching models and will model/co-teach using the GRR method. Cooperating Teachers will work to enhance and evaluate the progress of each student teacher on a continuing basis, gathering and recording information and conferring with each student teacher for purposes of analysis, feedback, and guidance. The cooperating teachers will model GRR, appropriate and meaningful use of technology and will act as a strong, professional mentor to the student teacher.

The Organizational Health Team Leads will help improve the culture, communication and overall health of our organization at Cardinal. This will include working with teachers to determine what other resources would help support implementation of the GRR model. The PD planned and delivered by our TLs coupled with opportunities to observe GRR in action in our model classrooms will help all staff understand how to implement GRR.

## **Northeast**

### **NORTHEAST TEACHER LEADERSHIP AND COMPENSATION PLAN**

#### **EXPLANATION OF HOW TEACHER LEADER ROLES FIT TOGETHER TO STRENGTHEN INSTRUCTION**

The Northeast Teacher Leadership and Compensation Plan includes five categories of teachers with three of these offering opportunities for leadership roles within the district. The categories include:



- Initial Teachers (teachers who still have their Initial license),
- Career Teachers (teachers who have their standard license, but who do not assume leadership roles),
- Mentor Teachers (teachers who assume the leadership role of mentoring newly hired staff),
- Model Teachers (teachers who demonstrate exemplary teaching methods and instruction) and
- Literacy Coaches (teachers who assume the leadership role of improving instruction and student achievement in the area of literacy.)

Other than the Literacy Coach, who spends 100% of their time performing teacher leadership duties, the four other teacher categories remain teaching full time. Mentor and Model Teachers receive additional compensation to perform leadership duties outside of their teaching load which includes use of their planning time and additional contract days.

The Literacy Coaches function as the district leader who coordinates and leads the implementation and sustainability of the Iowa Core and a Multi-Tiered System of Supports, and leads all work, programming and instruction related to literacy instruction. This will include:

- facilitating the instructional leadership team discussions at the school and district level,
- working with all teacher leaders and administration to coordinate all professional development activities designed to improve
- instructional strategies,
- observation experiences and peer evaluations (in accordance with state guidelines),
- teacher collaboration (in accordance with state guidelines),
- and data use and data-based decision-making,
- planning, monitoring, reviewing, and implementing best instructional practice in the area of literacy,
- working with Mentor Teachers to design specific mentor experiences that all new teachers need to have,
- working with the Model Teachers to engage in the development, adoption, and implementation of literacy curriculum and curricular materials,
- working with Model Teachers to design a MTSS across the district and school for optimal implementation and sustainability,
- working with grade level teams on literacy lessons embedded across content areas,
- modeling literacy instruction,
- aiding in action planning regarding implementation of the Iowa Core, and



- working with external coaches and Iowa Department of Education technical assistance personnel to coordinate professional development, implementation and sustainability of literacy programming, interventions and supports statewide.

Model Teachers will work with the Literacy Coaches to plan, deliver, and implement professional development in the area of literacy instruction, with a strong emphasis on implementing the Iowa Core. This will include reading comprehension, written communication, and critical thinking strategies. They will serve as teaching models and be involved in providing frequent opportunities for observation, feedback and reflection.

Mentor Teachers will function as the coordinator of, and direct support to, all new teachers in the district, differentiating their learning by teacher need and experience. This will include providing an understanding about district processes and procedures, as well as district-supported instructional programming, strategies and supports. They will focus on the Iowa Teaching Standards and Criteria, implementing the Iowa Core (including unwrapping standards) and understanding the components of becoming a part of a Professional Learning Community. The Mentor Teachers will share the responsibility of developing, implementing and evaluating an effective mentoring program.

All teacher leaders will receive professional development and support from our Area Education Agency in the area of Instructional Coaching, implementation of the Iowa Core, a MTSS, and literacy instruction. As a Phase One school in the C4K initiative, we directly partner with our AEAs through an external coach within the AEA to serve as a partner in MTSS, literacy, systems change, instructional programming/supports and collaborative inquiry. Further, our teachers leaders will have access to the Iowa Department of Education technical assistance personnel, the coaches network, Collaborating for Iowa's Kids network and one another to support implementation and sustainability of our programs.

#### DETAILED DESCRIPTION OF CLEARLY DIFFERENTIATED TEACHER LEADER ROLES

All roles are clearly defined as follows:

##### Initial Teachers

- Qualifications: Initial teachers have successfully completed an approved practitioner preparation program and participate in a two year initial teacher mentoring and induction program.
- Salary: Salary for an initial teacher shall be at least \$33,500.
- Extended contract: Teachers new to the district shall be issued a contract that is two days longer than the contract for career teachers employed by the district.

##### Career Teachers

- Qualifications: Career teachers have successfully completed the initial teacher mentoring and induction program and have demonstrated the competencies of a career teacher as determined under the school district's comprehensive evaluation system.



- Salary: Salary for a career teacher shall be at least \$33,500.
- Extended contract: Teachers new to the district shall be issued a contract that is two days longer than the contract for career teachers employed by the district.

#### Mentor Teachers (5 positions)

- Qualifications: Mentor Teachers successfully demonstrate the competencies and superior teaching skills of a Mentor Teacher, demonstrate continuous improvement in teaching, and possess the skills and qualifications to assume leadership roles. They have to have taught for a minimum of three years including one year in the district.
- Selection: Participation in a rigorous review process and selection by a site-based review council.
- Length of assignment: One year.
- Participation and Percentages: Approximately 8 percent of teachers in the school district should be designated as Mentor Teachers.
- Salary: Mentor Teachers shall receive an annual salary supplement of \$1,500-\$2,000.
- Extended Contract: Mentor Teacher contracts shall be 4-5 days longer than career teacher contracts.
- Duties: Mentor Teachers teach full time and provide support to teachers who are new to the district, acclimating them to a culture of continuous improvement. Mentor teachers will function as the coordinator of, and direct support to, all new teachers in the district, differentiating their learning by teacher need and experience. This will include providing an understanding about district processes and procedures, as well as district-supported instructional programming, strategies and supports. Mentor teachers will work with Literacy Coaches and Model Teachers to ensure alignment with the Iowa Core, MTSS, literacy and other evidence-based district work.

The Mentor Teachers will share the responsibility of developing, implementing and evaluating an effective mentoring program. They will focus on the Iowa Teaching Standards and Criteria, implementing the Iowa Core (including unwrapping standards) and understanding the components of becoming a part of a Professional Learning Community.

#### Model Teachers (8 positions)

- Qualifications: Model Teachers successfully demonstrate the competencies and superior teaching skills of a Model Teacher, demonstrate continuous improvement in teaching, and possess the skills and qualifications to assume leadership roles. They have to have taught for a minimum of three years including one year in the district.
- Selection: Participation in a rigorous review process and selection by a site-based review council. It is the intent of this grant to select Model Teachers from a variety of content areas.
- Length of assignment: One year.



- Participation and Percentages: Approximately 13 percent of teachers in the school district should be designated as Model Teachers, with a goal of representing a variety of content areas and grade levels.
- Salary: Model Teachers shall receive an annual salary supplement of \$2,500-\$4,000.
- Extended Contract: Model Teacher contracts shall be 6-8 days longer than career teacher contracts.
- Duties: Model Teachers teach full time and serve as models of exemplary teaching practices. They will work with the Literacy Coaches to plan, deliver, and implement professional development in the area of literacy instruction, with a strong emphasis on implementing the Iowa Core. This will include reading comprehension, written communication, and critical thinking strategies. They will serve as teaching models and be involved in providing frequent opportunities for observation, feedback and reflection.

#### Literacy Coaches (2-3 positions)

- Qualifications: Literacy Coaches successfully demonstrate the competencies and superior teaching skills of a Model Teacher, demonstrate continuous improvement in teaching, and possess the skills and qualifications to assume leadership roles. Additionally, Literacy Coaches possess the skills and qualifications to facilitate an instructional leadership team and direct professional development. They have to have taught for a minimum of three years including one year in the district.
- Selection: Participation in a rigorous review process and selection by a site-based review council.
- Length of assignment: One year.
- Participation and Percentages: Approximately 4 percent of teachers in the school district should be designated as Literacy Coaches.
- Salary: Literacy Coaches shall receive an annual salary supplement of \$9,000-\$10,000.
- Extended Contract: Literacy Coaches contracts shall be 15 days longer than career teacher contracts.
- Duties: Literacy Coaches assume leadership roles that may include, but are not limited to the planning and delivery of professional development activities, the facilitation of an instructional leadership team including Model and Mentor Teachers, and providing additional guidance in one or more aspects of the teaching profession including, but not limited to: reading comprehension, writing skills and critical thinking skills as they relate to Iowa Core; articulation and alignment of the English language arts curriculum; supporting reading, writing and critical thinking skills across all content areas; development and analysis of rigorous assessments that requires students to demonstrate high levels of reading, writing and critical thinking; and the facilitation of peer observation and reflective feedback, and the implementation of effective peer review and teacher collaboration practices.
- Transfer: Teachers who assume a leadership role as a Literacy Coach for only one year have the option of returning to their previous position. Teachers who assume a leadership role as a Literacy Coach for longer than one year will have the option of returning to a classification for which they are certified. If the teacher is certified in multiple areas, he/she will be assigned to an area that has a vacancy. If there



are no vacancies in their area(s) of certification, the teacher will be assigned to the classification for which they are certified that has the least senior teacher to be reduced.

- Seniority: Teachers who assume a leadership role as a Literacy Coach will continue to accumulate one year of seniority in their previous classification for every year they are a Literacy Coach.

## North Linn

The Iowa Department of Education's Theory of Action was the driving force as the North Linn TLC Planning Committee carefully assessed our current efforts and contemplated how to strengthen instruction to improve student achievement throughout our district. Based on research contained in the Wallace Report "Learning From Leadership: Investigating the Links to Improved Student Learning," we truly believe adding three teacher leader roles and expanding the roles and support for our current teacher leader team members will enable us to achieve the goals of North Linn's TLC plan. Effective teachers have a great impact on student achievement, and our plan is written to reward competence as well as provide professional growth opportunities and support to increase teacher effectiveness of our new and veteran teachers. The ultimate goal of all our efforts is increased academic achievement for all students in the North Linn Community School District. Multiple, Meaningful, Differentiated Teacher Leadership Roles and Responsibilities New teacher leader roles:

- Full-Time Instructional Coach: TK-5 Multi-Tiered System of Supports (MTSS) Literacy Coach
- Half-Time Instructional Coach: 6-12 Reading Across the Content Areas
- Full-Time Instructional Coach: TK-12 Technology Integrationist Expansion of current teacher leader roles:
- Elementary Literacy Team – three members
- Secondary Literacy Team – six members
- TK-12 Technology Team – six members

18 Teacher Leader Roles out of 50 certified staff represent 36% of our teaching staff.

Instructional Coach Responsibilities/Duties: TK-5 MTSS Literacy •100% Teacher Leader: 10 Additional Contract Days and \$5,000 Supplement

- Additional contract days to provide meaningful, small-group, directed support for elementary teachers
- Develop a collaborative and reflective relationship between coach and teachers by establishing a common knowledge base and working vocabulary



- Serve as a catalyst for change by assessing effectiveness of current efforts and making suggestions for areas of improvement
- Support the refinement of instruction through peer coaching, peer observations, co-teaching, and/or modeling of best teaching practices

- Arrange and provide additional coaching, mentoring, and opportunities for observing exceptional practice for new teachers

- Facilitate the analysis of student data (both benchmark and formative) to formulate an action plan targeting improved instruction focused on increasing student achievement

- Assist with monitoring of MTSS groupings that target each student's current level of readiness and scaffolding instruction for each student to advance to the next level, progressing from learning to read to reading to learn

- Support teachers with locating supplemental resources to meet individual student needs

- Work with elementary leadership team members to plan, develop, deliver, and monitor implementation of professional development

- Collaborate with Technology Integrationist to determine best practices of technology integration

- Actively engage in professional learning networks to connect and learn with other elementary MTSS literacy coaches

Instructional Coach Responsibilities/Duties: 6-12 Reading Across the Content Areas •50% Teacher Leader, 50% Student Instruction: 10 Additional Contract Days and \$5,000 Supplement •50% Teacher Leader Time Responsibilities

- Additional contract days to provide meaningful, small-group, directed support for secondary teachers

- Develop a collaborative and reflective relationship between coach and teachers by establishing a common knowledge base and working vocabulary

- Serve as a catalyst for change by assessing effectiveness of current efforts and making suggestions for areas of improvement
- Support the refinement of instruction through peer coaching, peer observations, co-teaching, and/or modeling of best teaching practices

- Arrange and provide additional coaching, mentoring, and opportunities for observing exceptional practice for new teachers

- Facilitate the analysis of student data and formulate an action plan to improve instruction focused in increasing student achievement

- Work with secondary leadership team members to plan, develop, deliver, and monitor implementation of professional development

- Collaborate with Technology Integrationist to determine best practices of technology integration



- Actively engage in professional learning networks to connect and learn with other secondary instructional coaches

Instructional Coach Responsibilities/Duties: TK-12 Technology Integrationist •100% Teacher Leader: 15 Additional Contract Days and \$7,500 Supplement

- Additional contract days to provide meaningful, small-group, directed support for TK-12 teachers
- Collaborate with TK-5 and 6-12 Instructional Coaches to determine best practices of technology integration leading to increased student achievement in literacy
- Facilitate technology integration training and professional development opportunities for all staff members with targeted training for Technology Team Members
- Work with technology leadership team members to plan, develop, deliver, and monitor implementation of professional development
- Develop a collaborative and reflective relationship between coach and teachers by establishing a common knowledge base and working vocabulary
- Serve as a catalyst for change by analyzing student data, assessing effectiveness of current efforts, and making suggestions for areas of improvement
- Train teachers and students in the use of media, equipment, and technology to support technology integration in the classroom
- Develop technology integrated lesson plans with teachers based on student needs
- Support the refinement of instruction through peer coaching, peer observations, co-teaching, and/or modeling of best practices of technology integration strategies
- Arrange and provide additional coaching, mentoring, and opportunities for observing exceptional practice for new teachers
- Assist in the development, implementation, evaluation, and refinement of programs, services, and initiatives related to technology integration
- Lead the district forward with its 1:1 initiative and formulate an action plan to support this initiative
- Actively engage in professional learning networks to connect and learn with other technology coaches

Elementary Literacy Team Member Roles •5% Teacher Leader, 95% Student Instruction: Additional Compensation \$1,000 •5% teacher leader time responsibilities

- Scheduled half-day release time using the Iowa Professional Development Model to plan professional development collaboratively with Instructional Coaches for elementary staff focused on MTSS Literacy TK-5, resulting in improved instructional practices and increased student achievement



- Support elementary staff members through the following differentiated roles depending on staff needs
- Serve as in-district mentors to new elementary staff in collaboration with the Grant Wood Area Education Association (AEA) Induction Consortium and full-release mentors
- Serve as model teachers, opening up classrooms for peers to view research-based instructional strategies in practice on a regular basis
- Serve as peer coaches to provide additional guidance in all classrooms targeting high leverage, research-based instructional strategies proven to increase student learning

Secondary Literacy Team Member Roles •5% Teacher Leader, 95% Student Instruction: Additional Compensation \$1,000 •5% teacher leader time responsibilities

- Scheduled half-day release time using the Iowa Professional Development Model to plan professional development collaboratively with Instructional Coaches for secondary staff focused on reading across the content areas, resulting in improved instructional practices and increased student achievement
- Support secondary staff members through the following differentiated roles depending on staff needs
- Serve as in-district mentors to new secondary staff in collaboration with the Grant Wood AEA Induction Consortium and full release mentors
- Serve as model teachers, opening up classrooms for peers to view research-based instructional strategies in practice on a regular basis
- Serve as peer coaches to provide additional guidance in all classrooms targeting high leverage, research-based instructional strategies proven to increase student learning

TK – 12 Technology Team Member Roles •5% Teacher Leader, 95% Student Instruction: Additional Compensation \$1,000 •5% teacher leader time responsibilities

- Scheduled half-day release time using the Iowa Professional Development Model to plan professional development collaboratively with Technology Instructional Coach for TK-12 staff focused on technology integration, resulting in improved instructional practices and increased student achievement
- Embracing a train the trainer model, being at the forefront of all trainings and supporting our TK-12 Technology Integrationist with training and professional development
- Support TK-12 staff members through the following differentiated roles depending on staff needs
- Serve as in-district technology mentors to all new TK-12 staff in collaboration with the Grant Wood AEA Induction Consortium and full-release mentors
- Serve as model teachers, opening up classrooms for peers to view research-based instructional strategies in practice on a regular basis



- Serve as peer coaches to provide additional guidance in all classrooms targeting high leverage, research-based instructional strategies proven to increase student learning

How New Roles Fit Together to Strengthen Instruction and Improve Student Achievement and Student Learning Throughout the District

North Linn's TLC plan allows our district to take a global approach to MTSS, Reading Across the Content Areas, and

Technology Integration and build an academic culture that views our school improvement activities as a cohesive whole rather than individual initiatives. Our plan creates an optimal structure for our Instructional Coaches (TK-5 MTSS Literacy, 6-12 Reading Across the Content Areas, and Technology Integrationist) to work collaboratively with Leadership Team Members (Elementary Literacy, Secondary Literacy, and TK-12 Technology) and administrative staff in the following ways:

- Collaborative meetings to plan, develop, deliver, and monitor implementation of professional development
- Biweekly collaborative team meetings to assess status quo in each classroom, identify areas for improvement, and provide additional targeted support for struggling teachers
- Annual collaborative meeting to analyze student data, assess effectiveness of current efforts, and create action plans focused on implementation of high leverage, research-based instructional strategies proven to increase student learning

Knowing it is essential to keep increased student achievement at the center of all our efforts the Iowa Professional

Development Model provides the framework for guiding our cycle of continuous improvement. Following the lead of the Iowa Department of Education's Theory of Action, our plan is committed to empowering teachers to take on leadership roles and embraces an academic culture focused on strengthening instructional practices for all teachers ultimately creating an ideal learning environment for increased academic achievement for each and every student of the North Linn Community School District.

### North Cedar

Based upon research, it is essential to develop a clear and specific description of the Instructional Coaching Model to build coherence across the district. Below you will find a clear and specific description of North Cedar's leadership roles and duties.

Curriculum & Professional Development Leader: 1 position

Timeframe: full time



Purpose: To promote implementation of Common Core and state standards by assisting teachers and administration in dissecting standards to guide identification of essential knowledge and skills and to help adjust curriculum accordingly. Duties include but are not limited to:

- Give final approval for all classroom teachers' career plans
- Meet with principals at each level once per week to
- Establish, discuss, and carry out building initiatives
- Share best practice research
- Analyze school data
- Discuss and narrow down curriculum and instruction
- Discuss social media and education trends
- Discuss effective implementation of technology
- Meet with instructional coaches once every two weeks individually to:
- Review classroom teacher goals
- Review feedback sheet classroom teachers are completing following each in-service
- Assist with carrying out building initiatives and professional development
- Discuss ways to facilitate a better understanding of the structure of the written, taught, and tested curriculum for classroom teachers
- Provide resources for classroom teachers
- Demonstrate planning and instruction for classroom and model teachers
- Meet once a month with both instructional coaches together
- Meet with model teachers (13 district wide) twice a year:
- Within the first six weeks meet to review classroom teachers career plans that are connected to building initiative
- Meet again during the last trimester to review and discuss classroom teachers career plans and progress made •Review results from Teacher Leadership Compensation Survey

Instructional Coaches: (1 (K-6) position and 1 (7-12) position)

Timeframe: full time



Purpose: To support the implementation of effective instructional strategies. Duties include but are not limited to:

- Approve classroom teachers' plan and forward to professional development coordinator for final approval
- Meet with curriculum and professional development leader once every two weeks to:
- Review classroom teacher goals
- Review feedback sheet classroom teachers are completing following each in-service
- Assist with carrying out building initiatives and professional development
- Study research-based classroom strategies based off of district wide student data and explore which instructional methodologies are appropriate for our school
- Meet with model teachers once every two weeks to:
- Discuss instructional strategies to bring into the classrooms
- Provide resources for classroom teacher
- Review feedback sheet classroom teachers are completing following each in-service
- Meet with every classroom teacher (18 teachers per instructional coach) a minimum of four times per year:
- Review career plan
- Oversee relationship between model teacher and classroom teacher

Model Teacher (13 positions)

Timeframe: One day per week; either 2 half days or 1 full day

Purpose: A model teachers is given the opportunity to create professional learning environments guided by norms of collaboration, high expectation, equity, ongoing inquiry, and reflection. Duties include but are not limited to:

- Meet with curriculum and professional development leader twice a year to:
- Review classroom teacher goals
- Assist with carrying out building initiatives and professional development
- Provide resources for classroom teachers
- Demonstrate planning and instruction for classroom teachers



- Meet with instructional coaches once every two weeks to:
- Discuss instructional strategies to bring into the classrooms
- Provide resources for classroom teacher
- Review feedback sheet classroom teachers are completing following each in-service
- Meet with classroom teacher during professional development time every other week to:
- Analyze formative and summative student achievement data
- Assist classroom teachers with the use of data to improve student learning
- Review feedback sheet teachers are completing discussing next steps and share information with instructional coaches
- Discuss Teacher Leadership Compensation Survey
- Support the implementation of effective instructional strategies
- Once a week, model teachers and classroom teachers work collaboratively to examine the work of students in teachers' classrooms to discover student learning needs and determine how best to address them. Model teachers may also use this time to help initial teachers implement new teaching methods, by demonstrating a lesson, co-teaching, or observing and giving feedback.

### Maquoketa Valley

Our current coherent instructional improvement strategy centers around improving student learning and increasing student achievement through the following: 1) increasing collaboration among teachers through Professional Learning Communities and Authentic Intellectual Work, 2) increasing effective teaching strategies, 3) implementing the Iowa Core standards, 4) addressing individual student needs through Multi-Tiered Systems of Support. Proposed Position: Instructional Coach (Emphasis - K-4 MTSS and 5-12 MTSS)

- Lead teachers in identifying targeted student needs, determining evidence-based interventions, implementing interventions, evaluating efficacy of interventions and revising the intervention plan based on data results.
- Guide job-embedded professional development utilizing components of the Iowa Professional Development Model on key intervention strategies, which may include demonstration, modeling, observation, practice opportunities and reflective dialogue.
- Facilitate team discussions to ensure colleagues understand the implementation of planned intervention, model the use of progress-monitoring data in the decision-making process, and support colleagues in effective implementation of strategies.



- Demonstrate and model intensive intervention to ensure highly trained teacher provides the intervention.
- Observe, model, co-plan, and provide ongoing support for intervention.
- Support colleagues in administering diagnostic assessments effectively.
- Ensure transition of the MTSS process from the elementary school to the middle school to the high school level.
- Work collaboratively with leadership team to develop processes and structures to support intensive summer reading program.
- Serve on committees and model leadership and commitment to continuous improvement.
- Ensure communication with school leaders.

This will be two .5 FTE positions. Candidates will complete teacher leadership responsibilities 100% of the time in this .5 FTE position.

Proposed Position: Instructional Coach (Emphasis universal instruction K-6 and 7-12)

- Guide colleagues to make instructional decisions supporting effective instructional practice informed by district professional learning opportunities.
- Lead job-embedded professional development utilizing components of the Iowa Professional Development Model on instructional strategies, which may include demonstration, modeling, observation, practice opportunities and reflective dialogue.
- Vet strategies, facilitate professional development, and support colleagues in effective implementation of strategies.
- Facilitate conversations to engage peers in analyzing and using data to strengthen instruction.
- Serve on committees and model leadership and commitment to continuous improvement.
- Ensure communication with school leaders.

This will be two .5 FTE positions. Candidates will complete teacher leadership responsibilities 100% of the time in this .5 FTE position.

Proposed position: Instructional Coach (Emphasis K-12 technology integration)

- Guide colleagues in developing efficiency and confidence in the integration of technology.
- Lead job-embedded professional development utilizing components of the Iowa Professional Development Model on technology integration, which may include demonstration, modeling, observation, practice opportunities and reflective dialogue.



- Vet strategies, facilitate professional development, and support colleagues in effective technology integration.

- Serve on committees and model leadership and commitment to continuous improvement.

- Ensure communication with school leaders.

This will be one .5 FTE position. The candidate will complete teacher leadership responsibilities 100% of the time in this .5 FTE position.

Proposed Position: Authentic Intellectual Work Coach (grades 7-12)

- Serve as an anchor member facilitating 1 of 5 PLC teams as they score student task, student work, and teacher instruction according to AIW scoring standards.

- Engage in learning opportunities to deepen understanding of their role as local coaches and their understanding of AIW standards as applied to scoring teacher task, student work, and teacher instruction.

- Facilitate district professional development related to implementation of AIW standards

The role of AIW coach includes 5 individuals in a leadership position that does not require a reduction in teaching assignment.

Leadership duties will be fulfilled outside the contract.

Proposed Position: Mentor Teacher (K-12)

- Advise mentee on instruction, curriculum, procedures, practices, collective commitments (the “Wildcat Way”) and culture.

- Support mentee in effective implementation of best instructional practices utilizing components of the Iowa Professional Development Model, which may include demonstration, modeling, observation, practice opportunities and reflective dialogue.

- Provide individualized mentoring to mentee for two years.

- Collaborate in the development and implementation of mentee's individual career plan.

- Engage mentee in reflective practice through a structured collaborative process with district’s instructional coaches.

The number of mentor teachers will vary depending on the number of initial teachers hired by the district in a given year. This role does not require a reduction in teaching assignment. Leadership duties will be fulfilled through an extended contract. The existing role of school improvement coordinator will ensure an integrated and cohesive leadership system. The coordinator serves as district lead across mentor teachers and instructional coaches to coordinate and align the work of the leadership system



and the professional learning opportunities using the Iowa Professional Development Model. The coordinator will facilitate the team of teacher leaders as they engage in the development, adoption, and implementation of curriculum and key instructional practices. This will enable the district to continue to move priority initiatives forward in a systematic, consistent, focused way and provide sustainability for the leadership system.

All proposed teacher leader positions fit together to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement. Research supports an effective teacher being one of the most influential factors in increasing student achievement. Each proposed position includes a responsibility to support and increase the implementation of effective teaching practices, whether applicable to a teacher new to the profession (mentor teacher), an individual student through the intervention process (instructional coach - MTSS emphasis) or an entire class through universal instruction (instructional coach - universal instruction and technology integration, AIW coach). The individuals in these leadership positions will collaborate in developing and facilitating professional development around the characteristics of effective instruction, as well as research-based literacy and math strategies, which will ultimately improve student learning and increase student achievement.

Three years ago, our district formed an MTSS team to develop a system of intervention. We began implementation during the 2013-2014 school year. This proposed position will expand our current MTSS efforts by providing a consistent systemic and systematic process among three attendance centers. These teacher leaders will provide much-needed support to close the achievement gap between struggling students and their grade-level peers. One proposed position focuses specifically on grades K-4 to strengthen early literacy efforts and development of numeracy concepts. These are current areas of emphasis within our professional development for the past two years.

The instructional coach would work directly with teachers in individual and team settings to assist in the implementation of effective instructional strategies. Current professional development has centered around assessment for learning strategies as outlined in the Iowa Core's Characteristics of Effective Instruction. As additional characteristics are introduced, coaches would provide necessary support in their implementation. Coaches would also provide support as teachers work to implement Iowa Core standards.

The instructional coach (emphasis technology integration) would work directly with teachers in individual and team settings to assist in the implementation of effective instructional strategies involving the use of technology. Current professional development has included technology workshops. The effectiveness of this professional development has been limited due to lack of support after teachers leave the workshop session. This position would promote technology use by both teachers and students, resulting in better preparation for demands of the 21st century.

During the 2012-2013 school year, we launched an anchor team in Authentic Intellectual Work. We have found this to be an effective way to provide meaningful opportunities for collaboration among cross-curricular teacher teams, as well as increase the rigor and relevance of student tasks and teacher



instruction, through weekly scoring sessions. The expansion of this current work would result in increased student achievement and more effective instruction at the secondary level.

The mentor teacher is fundamental to engaging, challenging and retaining teachers new to the profession and increase the effectiveness of new teachers through collaboration and support. This will build on our current mentoring efforts.

## Hinton

Part a:

It is the district's belief that a program of teacher leadership will positively impact the effectiveness of initial and career teachers in the classroom and thus increase student learning. The district TLC plan identifies three types of teacher leaders with 15 teacher leader positions, which would require participation of 30% of the career teachers on staff. Based on a survey given to all of the district's teachers, we currently have 48% of our career teachers indicating an interest in serving as a teacher leader.

Using model #3, the district designed a plan tailored to its specific goals and needs. The following positions will be created:

Mentor Teacher, Instructional Coach, Technology Coach, and TLC Coordinator.

The following table outlines the details and responsibilities of the teacher leaders.

### MTSS/PBIS

Coach	AIW Coach	Mentor Teacher	Technology
-------	-----------	----------------	------------

Coach	TLC
-------	-----

Coordinator	Teacher Leaders
-------------	-----------------

3/2	5	3	1	1	Number of Positions
-----	---	---	---	---	---------------------

100%	100%	100%	50%	0%	Percent Time
------	------	------	-----	----	--------------

### Teaching

10 Days	10 Days	10 Days	10 Days	15 Days	Extended Contract
---------	---------	---------	---------	---------	-------------------

### Time

X	X	X	Release time for leadership duties		
---	---	---	------------------------------------	--	--

\$5000	\$5000	\$5000	\$5000	\$10,000	Stipend from TLC
--------	--------	--------	--------	----------	------------------



## Grant

Specific responsibilities of teacher leaders are as follows:

### Mentor Teachers

- Attend mentor/mentee training and leadership trainings offered by AEA
- Meet with mentee for one full day before start of school and daily the first 2 weeks of school
- Meet once a week to collaborate with mentee
- Observe mentee followed by a post-observation collaboration and coaching once a month
- Provide mentee with leadership guidance in the district initiatives
- Collaborate with mentee in the planning, monitoring, reviewing, and implementing of best instructional practice, classroom management, and organizational strategies
- Assist mentee in collecting and analyzing classroom student data
- Provide support through collaborative planning, modeling, and co-teaching
- Report to stakeholders through presentations and newsletter / newspaper articles

### MTSS / PBIS Instructional Coaches

- Attend AEA/State training on MTSS / PBIS initiatives and teacher leadership
- Provide guidance and support to district teachers in implementing the initiatives, including modeling of strategies and 1/1 collaboration
- Facilitate PLC team meetings for MTSS or PBIS
- Oversee testing, implementation, and data collection of the MTSS or PBIS initiatives
- Work with initial and career teachers in planning, monitoring, reviewing, and implementing best instructional practices
- Collaborate with teachers to support classroom management, positively recognize appropriate student behavior, and effectively deal with challenging student behavior (PBIS)
- Collaborate with the TLC Coordinator and other coaches in planning and delivering PD activities
- Report to stakeholders through presentations and newsletter / newspaper articles

### AIW Coaches

- Attend training in becoming an AIW coach from the Center for AIW



- Provide guidance and support regarding the AIW initiative to AIW teams, including modeling of strategies and 1/1 collaboration
- Collaborate with the TLC Coordinator and other coaches in planning and delivering professional development activities
- Work with initial and career teachers in planning, monitoring, reviewing, and implementing best instructional practices
- Lead AIW team members in collecting and analyzing data
- Collaborate with TLC Coordinator and other coaches in planning PD for all initiatives
- Report to stakeholders through presentations and newsletter/newspaper articles

#### Technology Coach

- Research best practices in using technology to support instruction and learning
- Plan and deliver PD activities regarding the integration of technology in the classroom
- Collaborate with classroom teachers 1/1 and in groups, modeling multiple strategies for infusing technology into current teaching practices
- Engage in the development and integration of technology into the curriculum
- Assist in the implementation of the 1:1 technology initiative
- Collaborate with TLC Coordinator and other coaches in planning PD for all initiatives
- Report to stakeholders through presentations and newsletter/newspaper articles

#### TLC Coordinator

- Assist in implementation of the district initiatives
- Monitor the collection and analysis of district student achievement data
- Collaborate with instructional coaches on collecting and analyzing data specific to the initiatives
- Collaborate with the instructional coaches in planning and delivering PD activities to support district initiatives
- Oversee curriculum mapping and alignment to the Iowa Core
- Report to stakeholders through presentations and newsletter / newspaper articles
- Oversee the TLC plan



- Coordinate the work of teacher leaders
- Plan, facilitate and monitor professional learning for teacher leaders
- Facilitate monthly teacher leader meetings to collect feedback and improve communication within the TLC system Part b:

The leadership roles defined in the TLC plan extend the existing framework for accomplishing district goals.

Currently teachers implementing MTTS, PBIS and AIW function in collaborative (PLC) teams. There is no designated leadership for the teams but they receive support from administrators and NWAEA. By implementing the positions of instructional coaches for each of the teams, there will be enhanced opportunities for deeper learning and support for individual teachers. The Instructional Coaches will be responsible for ensuring data collection and analysis, as well as additional training in the initiatives.

The Technology Coach will provide training and support to teachers in effectively using technology to enhance student learning. Mentor teachers will work intensively with new teachers through collaboration, observation, modeling, and team teaching to extend the current AEA training.

The TLC Coordinator will ensure consistency in mapping and aligning curriculum to the Iowa Core and in collecting and analyzing district data. The TLC Coordinator will also collaborate with the instructional coaches in planning and providing professional development to support the initiatives.

All of the teacher leadership positions focus on supporting teachers as they work to improve student achievement.

The district recognizes that effective instruction is essential to increased student learning. Effective instruction is defined by the district as using research based/best practice teaching strategies, with an emphasis on creating student centered classrooms that teach for understanding. Formative assessments and teaching based on learner differences are essential components of the instruction.

The TLC plan puts the majority of the responsibility for planning and implementing PD in the hands of the TLC Coordinator and the Instructional Coaches. They will follow the Iowa Professional Development Model in planning PD to accomplish the district goals.

The training, collaboration, and support given to new and career teachers through the TLC plan will ultimately improve the quality of teaching and learning in the Hinton district.



## Part 6

### Highland

Highland CSD will measure the impact/effectiveness of the TLC plan through a series of measures. The district has established leadership teams, an enhanced induction mentor program, and the peer review process in order to meet the following goals:

- Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
- Retain effective teachers by providing enhanced career opportunities.
- Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
- Improve student achievement by strengthening instruction.

Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities measures.

Short term measures    Long term measures

Ensure all staff is at minimum salary

Bi-weekly review of collaborative logs

Monthly feedback from new teachers

Monthly feedback concerning the professional development program.

Review reflections sheets from leadership team meetings

Annually survey mentor/mentee teachers

Annually review retention rates

Annually survey about effectiveness of:

- The professional development program
- The Induction mentor program

Retain effective teachers by providing enhanced career opportunities measures.

Short term measures    Long term measures



Receive feedback concerning the rigorous process for selecting teacher leaders.

Track the percentage of teacher leaders in the district.

Annually review retention rates of career teachers.

Annually survey of staff concerning opportunities for enhanced career options.

Annually survey teachers concerning job satisfaction.

Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other measures.

Short term measures    Long term measures

Monitor weekly collaboration time from master collaboration schedules

Review monthly progress reports

Review bi-annual data from staff effective collaboration survey

Annually collect and review all data regarding time spent in collaboration

Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation measures.

Short term measures    Long term measures

Ensure at least twenty-five percent of the teachers in the district have a teacher leader role.

Annually review the number of teachers in a leadership role.

Improve student achievement by strengthening instruction measures.

Short term measures    Long term measures

Analyze student data to gauge instructional effectiveness:

- MAP Testing
- Iowa Assessments
- DIBELS Next
- Common formative assessments

Analyze student achievement data for trends over time:

- MAP Testing
- Iowa Assessments



- DIBELS Next
- Common formative assessments

The evaluation team will meet four times per year to gather, organize, and analyze the collected data. The district will make data-informed decisions. The driver of the decisions will be determining students' next steps in learning. Assessment data will be analyzed collectively to inform teachers' next steps. Evidence will be used from multiple measures to determine trends in student learning. Through this process the District will expand understanding of how it can continue to transform in order to ensure success for all students in the District.

#### Meeting 1 October

- Plan to monitor progress
- Create data gathering tools, documents, etc
- Choose inquiry focus

#### Meeting 2 (April)

- Using an Effective Data Teams process, analyze data
- Create a plus/delta
- Plan for Problem Solving

#### Meeting 3 June

- Problem solve
- Plan for next year implementation

#### Meeting 4 August

- Final preparation for implementation

### Collins-Maxwell

#### Selection of Teacher Leaders

Our selection process begins with teacher applications for a TLC teacher leadership position. The application will ask for the following information:

- Advanced degrees
- A deep understanding of the Iowa/Common Core Curriculum Standards



- A deep understanding of evidence based instructional strategies
- Experience in a previous teacher leadership positions: Mentor teachers, AIW leaders, Committee heads, Building Leadership

Team member, and District Leadership Team member.

- Participation and implementation from Professional Development
- Recognized as skilled in the use of instructional technology
- Advancing towards mastery of all the Iowa Teaching Standards

A site-based review council of teachers and administrators from each of the district's attendance centers will accept and review applications/interview for each of the three teacher leadership roles. The recommendations of which applications should be approved for the teacher leadership positions will be reviewed by the principals and superintendent. The superintendent will take the recommendations to the Board of Education for approval.

Measure of Effectiveness: (How effectiveness of the candidates will be determined)

A three-point rubric will be used to help the review committee determine which applicants best fulfill the criteria for selection. The rubric will outline in detail the job required criteria with candidates being measure as

1 = not meeting the criteria, 2 = meets the criteria, 3 = going beyond the criteria

Advanced Degrees:

Emphasis will be placed on advanced degrees that focused on effective instructional methods and strategies. Advanced degrees in curriculum and instruction, educational pedagogy, educational assessment and measurement, technology for teaching and learning, etc. will be more desirable than advanced degrees in administration.

Deep Understanding of the Iowa Core Curriculum Standards:

Applicants will provide artifacts or examples to the council showing the use of evidence based instructional strategies that align directly to the Iowa/Common Core Standards. Applicants must show evidence they would be able to assist others to successfully implement the standards during instruction.

Experience in previous teacher leadership positions:

Those who have served as a mentor teachers, Authentic Intellectual Work (AIW) leaders, committee heads, Building leadership team members will rate higher in the selection process than those having not served in any formal or informal leadership roles within the district.

Participation and implementation of Professional Development:



A greater emphasis in the selection process will be put towards teachers that show implementation of evidence based instruction developed through professional development opportunities. Teachers who show initiative by improving their skills from on-going professional growth would rate higher in the selection process.

Deep understanding of evidence based instructional strategies:

Applicant is recognized as skilled in evidence based instructional delivery strategies. Evidence of a teacher's expertise in the use of multiple instructional strategies to differentiate instruction will rate higher in the selection process.

Advancing towards mastery of all the Iowa Teaching Standards:

Artifacts of instructional strategies and teaching practices that demonstrates not just meeting all the Iowa Teaching Standards but moving towards mastery in many of the eight standards. Teachers who show advancing toward mastery in most of the eight standards will rate higher in the selection process.

## Okoboji

Research has shown that the single most important school-related factor in determining student performance is the quality of the teacher in the classroom. As a district, we recognize the importance of hiring quality staff and pride ourselves in our ability to attract and retain quality teachers at Okoboji.

The current process for hiring teachers includes students, teachers, and administrators. We will continue this approach but also establish a more structured process for hiring teacher leaders under our proposed model. This will include the addition of community stakeholders such as parents, SIAC members, and community leaders. With 78 teachers in our district, our four master teachers, twelve mentor teachers, and eight model teachers will enable over 30% of our staff to serve in a teacher leader role.

Selecting master, mentor and model teachers will be done through a performance-based selection process that includes intensive interviews and may include conducting model lessons. We will form a hiring committee consisting of relevant school and district personnel in order to assist in the hiring process for both master and mentor teachers. Selected candidates will be submitted to the superintendent for approval. The hiring committee for master and mentor teachers will minimally include:

- at least two administrators;
- two teachers who are not applying for a teacher leader role;
- at least one member who is a parent, SIAC member, or community leader.



All teachers in the district will be eligible to apply for a teacher leader role, with the knowledge that this would disqualify them from participation on the interview selection committee. Minimum application materials for master and mentor teachers include:

- minimum three years successful teaching experience, one year in the district;
- resume;
- letter of interest;
- essay outlining
- prior levels of effectiveness as a teacher;
- prior involvement in professional growth, collaboration, and leadership.

Okoboji will use a differentiated hiring process. We will begin by selecting master teachers, followed by the selection of mentor and model teachers. Master and mentor teachers will be screened in the interview process based on an evaluation of teacher effectiveness and leadership skills. The Teacherpreneur Rubric from The Center for Teaching Quality will be used to evaluate application materials, past teacher performance, and interview responses. The rubric was developed by The Center for Teaching Quality in order to assess teacher leader effectiveness and potential. The use of this rubric will ensure a fair and rigorous selection process for our teacher leader roles. The criteria used by the interview committee will include the following indicators:

- teacher effectiveness, including a record of increasing student achievement based on previous professional learning plans' outcomes;
- excellent communication skills;
- understand systems thinking and leading adult learners;
- demonstration of successful adult learner facilitation;
- evidence of continual professional growth;
- leadership skills, including past leadership experience;
- instructional expertise demonstrated through model teaching, team teaching, video presentations, and student achievement gains.

Model teachers will be hired after the selection of master and mentor teachers. Model teachers will need to complete a letter of application, including areas of instructional expertise and reason for interest in the position. A committee of administrators and teacher leaders will help interview and select model teachers. Model teacher selection criteria will include the following indicators based on the Teacherpreneur Rubric and Iowa Teaching Standards:



- teaching expertise as related to one or more instructional strategies;
- excellent communication skills; and
- evidence of continual professional growth.

Teacher leaders will participate each year in an annual review of assignment. This process will involve self-reflection and peer feedback. For self-reflection, teacher leaders will complete the Teacher Leader Self-Assessment (CSTP) three times a year to formatively assess their performance and help give insight into supportive professional learning that the teacher leader may need to provide adequate support in order to improve. Our teacher leader team will help the administration in the development of a peer feedback survey which will be delivered annually in order to help individual teachers more fully understand their impact.

The preparation of our teacher leaders will play a vital role in the success of this initiative.

The creation of a rigorous selection process, professional development specific to the responsibilities of the teacher leaders, self-reflection, weekly leadership meetings, and end-of-the-year peer reviews will assure that those in the leadership positions are effectively carrying out the responsibilities of the position. We will use the selection process and criteria in order to guide our end-of-the-year peer review process. A teacher who completes the time period of assignment to a leadership role may apply for assignment in a new leadership role or for reassignment to the current role.

## North Fayette

Selection of quality individuals is paramount to the success of the TLC program at NFV. A rigorous selection process for teacher leaders must include detailed descriptions of how the Site Based Review Council (SBRC) will determine and evaluate measures of effectiveness and professional growth. In order to accomplish this important task, a four step process has been established.

STEP 1: The school board will appoint a Site Based Review Council, comprised of equal numbers of administrator and teachers. The SBRC will represent all attendance centers in both districts and will:

- accept and review applications submitted to the school district for assignment or reassignment in a teacher leadership role
- utilize measures of teacher effectiveness and professional growth to review the performance and professional development of the applicants
- consider the needs of all buildings in the school district
- make recommendations regarding the applications to the superintendent of the school district

STEP 2: Clear and detailed job descriptions of the leadership roles with responsibilities and duties will be disseminated electronically and posted to inform North Fayette Valley (NFV) teachers of available



positions. Interested candidates must have a minimum of three years of effective teaching experience with one year experience within the district. Required PD for teacher leaders, such as attendance at a Kansas Coaching Project trainings will be clearly articulated. Application materials must include evidence of continuous learning and/or advanced degrees, National Board Certification or other indicators of continuous improvement.

STEP 3: The Site Based Review Council (SBRC) will review and score written applications using a district developed rubric to measure effectiveness. To maintain a rigorous selection process for leadership, the candidate's application materials will meet proficiency in all areas and exceed in a minimum of five of the nine criteria below. The selection criteria will assess evidence of:

- classroom management techniques
- positive collaboration skills
- effective teacher leadership experiences
- successful integration of technology
- professionalism (ability to work with adult learners in a trusting and professional manner)
- communication skills
- knowledge of current research in content and pedagogy
- continuous improvement (both required and not required by the district)
- mastery of Iowa Teaching Standards

STEP 4: The SBRC will conduct personal interviews with top candidates who achieve the cut score on written applications. When evaluating the teacher leader candidate, the council will assess evidence of professional growth in the following areas:

- Iowa/Common Core Curriculum Standards
- research based Best Practices
- past or current district initiatives
- professional development concepts
- systems thinking
- leadership in new technology integration
- previous leadership responsibilities
- data-driven decision making processes which positively impact student performance



- interpersonal skills

The SBRC's annual review of teacher leadership assignments will measure effectiveness of each teacher leader and of the program itself. This review shall include:

- peer review and feedback through teacher satisfaction surveys
- A review of teacher interactions and time spent with leadership roles
- administrative review and evaluation
- District Lead Team review
- self evaluation
- the opportunity to continue in the current role or pursue another leadership position or return to the classroom



## Part 7

### Okoboji

Okoboji is looking to adopt the TAP model of teacher leadership. Within the TAP model, there are clearly defined teacher leader roles related directly to professional development. We will have both TAP master and mentor teacher leader roles connected to professional development.

Master teachers function in a unique manner relative to the career teacher. Working with the principal, the master teacher's primary role is to analyze student data, as well as to create and institute an academic achievement plan for the building.

Master teachers lead cluster groups and provide demonstration lessons, coaching, and team teaching to career teachers.

They also spend a significant portion of the day teaching students. Master teachers collaborate to determine and develop the adoption of learning resources and curriculum. The master teachers are charged with "making it happen" by turning the school plan into action. Their primary duties include leadership team participation, research, cluster group planning and implementation, individual growth plan management, conferencing, and classroom follow-up.

Mentor teachers have many of the same responsibilities of master teachers, but the quantity and frequency of those responsibilities is lessened. These include responsibility for planning and facilitating cluster meetings and leadership team participation. Mentors also support teachers with their individual growth plans through co-teaching and co-planning. These areas illustrate the overall day-to-day duties the master and mentor teachers conduct. We will demonstrate flexibility in defining and adjusting the explicit responsibilities to help us meet the specific needs of the students and teachers at Okoboji.

The TAP model for teacher leadership and district professional development mirrors the Iowa Professional Development Model (IPDM) in many ways. As a part of implementing the TAP model, we will establish a district leadership team made up of mentor and master teacher leaders. These teacher leaders, along with building principals, will encompass the leadership team of the district. The leadership team will receive 9 training days prior to the start of the school year from TAP, plus additional support days throughout the school year. These days will be focused on learning how to implement and lead effective professional development for our district. The leadership team will develop a district plan, which will flow into cluster group and individual growth plans. The cluster group and individual growth plans will include the processes and components of the IPDM. These processes and components include:

- Designing process (TAP: Weekly Cluster Meetings);
- Goal Setting and Student Learning (TAP: School Plan, Cluster plan, Individual Growth Plan);
- Selecting Content (TAP: Master and mentor teachers help career teachers select appropriate content to help meet student learning goals);



- Training and Learning Opportunities (TAP: Master and mentor teachers help career teachers select appropriate opportunities to meet student learning goals);
- Collaboration (TAP: Weekly Cluster Meetings and Weekly District Leadership Meetings);
- Implementation (Career teacher implementation of teacher strategies will be monitored by master and mentor teachers);
- Formative evaluation (Master and mentor teacher leaders will provide feedback to career teachers on the implementation of strategies and their effectiveness on student learning);
- Program Evaluation (the school leadership team will evaluate school plans, cluster group effectiveness and Individual Growth

Plans on a regular basis. TAP will provide intensive support and training to guide us in this process);

- Developing an Individual Teacher Professional Development Plan (Individual Growth Plans within the TAP model are very comparable to the sample plans outlined for this component of the IPDM).

The components of the IPDM are a proven practice for implementing effective professional development. However, the frequency and fidelity with which the IPDM is implemented is the variable which determines the impact professional development has within a district. We believe the components of the TAP system create a great possibility for us to have a high-quality implementation of professional development in order to have a positive impact on student achievement.

The end goal for all teacher leader roles is to support professional development and individual teachers to improve student learning and achievement. Our local goal for improving learning and achievement is to implement the TAP instructional, individual growth, and professional development effectiveness rubrics to provide quality data for the measurement of our entire teaching-learning process. This data will be used to drive our entire improvement cycle (as based on the IPDM), including the use of TAP Instructional Rubrics to systematically move toward higher levels of instruction in terms of higher order thinking as aligned with the Iowa Core and the competencies of the Iowa Core Universal Constructs.

We believe the improved instruction will lead directly to increased local and standardized achievement for our students.

Teachers who improve instruction, as evidenced by data from instructional rubrics and student learning, will also be compensated with performance-based bonuses.

This bonus, up to \$500 per teacher, will be made available for every teacher who meets his or her performance goal.



## Part 8

### Okoboji

The Okoboji School District will use multiple measures to monitor the effectiveness of our TLC plan implementation. Many of these measures and processes are established in the TAP System framework. As the engine to help run our improvement processes, we intend to create master and mentor teacher roles to help us lead professional development focused on improving student learning.

Master and mentor teachers function in a unique manner relative to the career teacher.

Working with the principal, these teacher leaders' primary role is to analyze student data, as well as to create and institute an academic achievement plan for the building. They will also lead cluster groups and provide demonstration lessons and coaching to career teachers. Master and mentor teachers will collaborate to determine and develop the adoption of learning resources and curriculum. They are charged with "making it happen" by turning the school plan into action.

Their primary duties include leadership team participation, research, cluster group planning and implementation, individual growth plan management, conferencing, and classroom follow-up.

Our master and mentor teachers will structure professional development around 1) the needs of students as identified through classroom assessments; 2) the needs of teachers as identified through classroom observations and student work; and 3) the needs of principals as identified through needs of teachers and students. Data from students in the school building will be analyzed regularly during TAP Leadership Team meetings and weekly cluster groups to ensure that the professional development remains focused on improving student outcomes.

**TAP Leadership Team (TLT) Meetings.** The TLT analyzes student and teacher observation data for persistent areas of weakness across the campus. The broad needs of the school, as identified by the leadership team, inform the topics for the twice-a-month cluster meetings. For example, in schools with weak scores on reading comprehension, the TLT will utilize or create assessments to isolate specific sub-skills of reading comprehension (e.g., making inferences). The TLT monitors the research of specific student-based strategies and the vetted results to plan for cluster implementation.

**Cluster Groups.** Master and mentor teachers use group settings (cluster meetings) and individual opportunities (e.g., coaching; model teaching) to help teachers build their skills. Cluster groups are focused on building teacher expertise with specific instructional strategies or tools applicable across the subject matter. The need for specific instructional strategies or tools is identified through analysis of student work from individual teachers' classrooms. Master and mentor teachers use evaluation data (SKR scores and value-added data) through CODE to analyze areas for improvement across the faculty and for an individual teacher, and address these areas of need in cluster meetings.

These strategies help teachers focus on how students learn and the methods teachers can use to enhance instruction. Master teachers use existing research and experts within and outside the TAP network to select student learning strategies. Master and mentor teachers teach, or field-test, the strategies with students in the school while systematically tracking progress in the targeted skill. This



allows them to model the strategy effectively for teachers. A master teacher may field-test a strategy multiple times, adjusting the instruction until it results in growth for all students.

At each cluster meeting, teachers analyze student work to determine the impact of a previous strategy on their students' growth. Based on those results, they then identify modifications or extensions they may need to provide to their students. Additionally, teachers are required to administer pre- and post-assessments to their students so they can measure progress towards mastering the targeted skill. These assessments are focused on a specific student learning need and are aligned to the Iowa Core.

All teachers are provided the opportunity and resources to improve their skills and raise student achievement. This is particularly relevant for teachers who are not meeting the criteria for effectiveness. Professional development does not end with the cluster meeting. Teachers also receive individualized support in their classrooms. This support is based on the needs of the teacher and may vary from lesson planning to a master or mentor teacher modeling the strategy in a teacher's classroom. The value of this support is magnified by the fact that the teacher receives guidance from the same master teacher throughout the year, ensuring that the master teacher, as the provider of professional development and evaluations, has had an active role in tracking the progress and needs of a specific teacher. Teachers who have demonstrated ongoing effectiveness also benefit from this individualized attention. In their case, support from expert master teachers will serve to further hone their skills in the classroom. Teachers with sustained effectiveness have the opportunity to take on expanded roles and responsibilities as master and mentor teachers.

The measures described above will be used to determine the impact and effectiveness of our plan. Through the regular

Teacher Leadership Team (TLT) meetings and cluster meetings, we will be able to monitor and make adjustments to the plan. Short term adjustments can be made in a timely manner through cluster meetings. Larger, big-picture adjustments will be made on an annual basis.

### Cardinal

Impact and Effectiveness—To determine the effectiveness and impact of our TLC plan we will collect both process and outcome evaluation data for the TL program. Our process evaluation data will help us understand if we are implementing all planned activities with fidelity. Our outcome evaluation data will help us determine if our services have worked to improve the knowledge and skills of teachers and teacher leaders. If our program is successful, ultimately we should also see improvements in both student engagement and student learning.

In the initial stages of our TL program we will concentrate on implementation. Using monitoring data from multiple sources we will: (1) determine if all services were implemented as planned; (2) track the number of teachers and TLs served; and (3) document the quality of the services we provided through the TL program. Our Director of Curriculum and Instruction will work with our 2 Instructional Coaches to record all monitoring data. We will concentrate on implementation issues primarily during the start up



phase of our TL Program to ensure the smooth operation of all project components. The following table lists our initial process evaluation indicators along with how and when the data will be collected. We will review and finalize this list prior to program startup in July 2015.

#### Process Evaluation

Outcome Evaluation—Once all components of our TL program are running smoothly we can focus on the impact of our activities. Our Director of Curriculum will work with our 2 Instructional Coaches to record all outcome data. The outcome evaluation will allow us to answer the question, “Are teachers and students better off as a result of our services?” The following 4 tables list our initial outcome evaluation indicators for the 4 program goals. We will review and finalize this list prior to program startup in July 2015.

Goal 1—Create a positive atmosphere

Goal 2—Encourage collaboration.

Teachers work collaboratively to integrate technology

Goal 3—Recruit/retain teachers.

Inst. Coach report      Monthly

Goal 4—Empower Teachers.

Continuous Improvement—While collection of data is an important aspect of the overall project evaluation, we are most concerned about how we use our data to adjust TL Program performance. Through this project we will help staff in both schools turn program data into useful answers that help all students succeed.

The TL Advisory Committee (AC) will have quarterly conversations to review project data. During these conversations, our Instructional Coaches will present summary data to track progress over time for key measures. They will help the AC review and reflect on the data through the use of the following 7 questions: (1) Who have we targeted for services/support?; (2) What are the outcomes they were expected to attain?; (3) What do our data tell us about their success in attaining outcomes?; (4) What other data do we need?; (5) What would work to do better?; (6) Do we need any new partners?; and (7) How will we adjust programming in response to current data (action plan adjustments)?

These monitoring meetings are not just about reporting data. Instead, they will help us understand the “story behind the data” so we can reflect on how well current TL strategies are working. All of the monitoring meetings will end with clear action steps that call for adjusting current methods or implementing new activities.

Project information will be posted to the district web site where we will share monthly updates about project activities, general project information, and reports documenting activities and successes. At the



end of each year, we will produce a report summarizing who was served along with improvements in teacher and student performance.

### North Linn

The vision of North Linn's TLC Plan is to provide all teachers, both new and veteran, professional growth opportunities, support, and collaborative structures that will enhance their teaching effectiveness. Rewarding initiative and competence through enhanced career opportunities will lead to increased student achievement, thus equipping our students with the knowledge needed to be successful in all globally competitive opportunities. Our goals are:

1. To reward professional growth and effective teaching by expanding and strengthening our district leadership teams
2. To bolster the elementary literacy RTI program
3. To provide additional support at the secondary level with reading across the content areas
4. To improve our district-wide technology efforts
5. To increase student achievement by improving instruction

### Part 8A

Measuring the impact and effectiveness in achieving goals described in the TLC Plan

Short-term Measures:

- District self-reflection of fidelity of implementation of TLC plan
  - Identification of things that went well
  - Identification of things that need to improve
  - Creation of an improvement plan for upcoming school year
  - Produce a survey to gather both quantitative and qualitative feedback on various efforts and initiatives that are identified throughout our TLC plan
  - Provides opportunity to quantify the numerical success and impact of our efforts
1. Number of teachers who engaged in classroom observations and the frequency of observations
  2. Number of teachers/instructional coaches/leadership team members who engaged in co-planning and the frequency of co- planning



3. Number of teachers/instructional coaches/leadership team members who engaged in co-teaching and the frequency of co-teaching
4. Comparison of student data in classrooms where teachers frequently engaged in classroom observations, co-planning, and co-teaching versus teachers who infrequently engaged in these practices
  - Allows staff and administration to share more anecdotal information to help us adjust and improve our efforts on an on-going basis
  - Results and feedback shared with various professional development/curriculum leadership groups to identify necessary next steps
  - Engage in formative assessment to identify strengths and weaknesses of students enabling teachers, leadership team members, and instructional coaches to provide targeted instruction, thus ensuring the success of all students
  - Collect survey data from beginning teachers regarding mentoring support from GWAEA Consortium and leadership team members
  - Identify strengths of support from consortium as well as leadership team members
  - Identify weaknesses and/or additional needed supports
  - Address any weaknesses and adjust TLC plan accordingly for upcoming school year
  - Analyze quantitative data regarding classroom observations, co-planning, and co-teaching of each instructional coach
  - Analyze beginning, midyear, and end of year universal screening data as well as progress monitoring assessments to guide next steps following the Iowa Professional Development Model
  - Engage in peer review conversations sharing progress on student achievement and increased teacher effectiveness

Long-term Measures:

- Summative measures that address level of student achievement which would include but not be limited to the following:
  - Iowa Assessments
  - Northwest Evaluation Association's Measures of Academic Progress
  - ACT
- Critical analysis of our summative data would include the following:
  - Proficiency measures



- Growth of individual students
- Growth marks earned at the classroom and grade level
- Comparing academic growth of students to quantitative data regarding classroom teacher's engagement with instructional coaches to determine if there is a correlation
- Annually completing and scoring ourselves on the Iowa Professional Development Model District/Building Profile
- Student Data we will continue to monitor:

Percent of Students Proficient - Midyear Testing National Standard Score

Reading Subtest: Iowa Assessments

Percent of Students Meeting Spring Growth Target

Northwest Evaluation Association's Measures of Academic Progress Assessments

North Linn Average ACT Scores

Part 8B

Monitoring and adjusting the plan based on the results of our measures

- District self-reflection of TLC plan will allow us to monitor our efforts and determine next steps
- Data analysis following the Iowa Professional Development Model will allow us to monitor our efforts and determine next steps based on student achievement data
- Completing and scoring ourselves on the Iowa Professional Development Model District/Building Profile will provide us with the information necessary to determine our focus for leadership teams as we continue to improve instructional practice leading to increased student achievement
- Survey results from new teachers will provide feedback to identify the strengths and areas for improvement as we strive to provide optimal support for our new teachers
- Semi-annual survey results from all teachers will provide leadership team members and instructional coaches guidance as we collaboratively move forward to improve teacher effectiveness and increase student achievement

## West Branch

Part 8 – Evaluation of Effectiveness

Measuring the Impact and Effectiveness of the TLC plan



The proposed Teacher Leadership roles developed in this plan will improve student achievement by strengthening literacy and math instruction, supporting the growth and development of all teachers and mentoring new teachers, and integrating use of data to inform instruction.

Each TLC position is differentiated with specific roles and responsibilities to improve instruction and student learning. The TLC plan will be monitored, evaluated, and adjusted using interim feedback processes and long-term evaluation. A group of teachers and administrators selected from the TLC Planning Committee will have overall oversight for evaluating the TLC program. A \$2,250 line item was established to pay teachers and administrators for time spent outside of contractual hours conducting impact and effectiveness evaluation.

The West Branch TLC Program Goals, which are in line with Iowa Department of Education goals, drive the impact/effectiveness evaluation. Specifically, impact/effectiveness of the TLC plan will be measured against a multi-tiered review of:

- District Goal—short-term student achievement and building climate improvement (as defined in Part 2 - West Branch Community School District Goals)
- Interim Feedback Processes—Achievement and Building Climate / Behavior Support
- Long-Term TLC Goals focused on impact and effectiveness

#### TLC Program Goals

1. Student achievement and building behavior support information will demonstrate positive trend lines during the 2015 – 2017 school years when compared to biennium data from 2012 - 2014 school years.
2. By June, 2015 West Branch CSD will have a fully functioning career opportunity and compensation plan in place. Twenty- five percent (17) of the teaching staff will have been selected to our teacher leadership roles.
3. By June, 2015 the district will have in place and begin utilizing the talents of three full release instructional coaches. The district will implement focused professional development work and preparations for the 2015 – 2016 school year. The district anticipates having seventeen to twenty stipend leadership roles in place by August, 2015.
4. During the 2015 – 2016 all career teachers will have received feedback and meaningful professional development through our TLC plan.
5. Data regarding the percentage of teachers retained during the 2015 – 2017 school year will be kept and compared to teacher retention data (baseline data) from 2010 – 2014.
6. Survey data regarding the effectiveness of full release and stipend positions will be kept and analyzed by select TLC

Planning Committee team members.



## Interim Feedback Processes

Achievement: District Leadership Teams (DLT) and Building Leadership Teams (BLT's) will conduct ongoing reviews of system data analysis and provide input for differentiated professional development designed to promote teacher growth and best practice pedagogies. Achievement data will include attention to demographics and subgroup performance (gaps analysis) with an emphasis on district Professional Learning Communities and data team results.

Annual review of newly adopted instructional materials will be conducted. Routine surveying of staff regarding their professional development will provide specific feedback to district administration regarding full release and stipend positions. Adjustments to the TLC plan will be made based on results of feedback and formative evaluations. Formal evaluation of Full-Release and Stipend positions will be the responsibility of building principals.

Building Climate / Behavior Support: Student attendance and disciplinary referrals data are available through our student information system and will be routinely accessed and studied. The District will incorporate research-based, gap-closing strategies that support and accelerate student learning.

## Long-term TLC Plan Goals focused on Impact and Effectiveness

By June 2015, a group of teachers and administrators will form a TLC Program Evaluation and Monitoring Committee to assess overall effectiveness based on system capacity and ability to meet the six overarching goals:

1. Review and summarize stakeholder input and data regarding program effectiveness on a semi-annual basis. Stakeholder input will include members of the SIAC, DLT and BLT groups, administrators, and input from non-TLC career path teachers through surveys and ongoing conversations.
2. Make semi-annual recommendations for TLC system improvement and assist in the communication of program highlights, successes, and celebration plans.
3. Utilizing the Jim Knight Instructional Coaching Scales for assessment of the quality and impact, review the frequency and types of collaboration in which instructional coaches are involved.
4. The Iowa Professional Development Model (IPDM) will serve as the framework for assessing the fidelity of staff professional development.
5. Annually evaluate TLC job descriptions and responsibilities (what it is and what it isn't).
6. Perform exit interviews with teachers who leave TLC leader positions.



## Central Lyon

Three sets of existing district goals are included in the Central Lyon Teacher Leadership Compensation Plan. The goals for the statewide TLC system are also incorporated into the Central Lyon TLC plan.

The first two school specific sets of goals are the short and long range goals taken from the recent CPlan and all focus on student achievement. The third set is the district goals for 2013-2014 and focus not only on student achievement, but also on how to produce the optimum environment to help students achieve more.

Relevant student achievement data was gathered and reported in the latest CPlan. From this data the prioritized needs of the students include 1) improve conceptual understanding of fractions for all students as measured on standardized tests; 2) continue to focus on improving inquiry scores as measured by Iowa Assessments; 3) improve understanding of words in context especially in the lower elementary and 4) improve usage and expression, spelling, and punctuation performance as measured by Iowa Assessments, and our multiple writing assessment. From these needs our existing short-term goals were formed.

Long-range goals include having all K-12 students proficient in reading comprehension, mathematics, and science and to use technology in developing that proficiency.

The four district goals include a financial one, an academic goal, a facilities/technology/transportation goal and a professional development, staff expectations and accountability goal.

- 1) The Central Lyon District (CLD) will maintain a strong financial status while continuing to fulfill and maintain the needs of the academic program by providing proper staff levels and regular curriculum revision.
- 2) The CLD will do whatever possible to provide the best education for students of all ages, and all abilities. This includes providing academic programs that analyze the needs of a wide variety of students.
- 3) The CLD will maintain and provide the necessary and most up-to-date physical plant and equipment purchases including good facilities for all programs, above standard transportation fleet, and up-to-date applicable technology. This will be accomplished through rotational spending and continuous upkeep to provide the best possible amenities to the students and staff while utilizing public tax dollars in a responsible and cost-effective manner.
- 4) All CLD employees are expected to perform at the highest levels, to be professional, to be role models for students, to use resources – including technology appropriately.

These all work together to support efforts at improving teaching for the purpose of helping students achieve.

The short term goals will be measured on standardized tests, the Iowa Assessments, our district's locally developed multiple assessments, the MAPS test and 2nd assessments. The literacy goals will be



measured with unit reading tests, AR, and CBM (Curriculum Based Measurements). The long-range goals will be measured through test scores, graduation rate and ACT scores. The School Board will evaluate the district goals.

The state-wide goal of attracting able/promising new teachers will be reached by promoting success in the district, offering good facilities, offering a growing Iowa community, a 1:1 computer program with 8th grade – 12th grade students and a plan to expand this to the entire district and a positive network program with area colleges. Other attractions for new teachers and also an incentive for keeping current teachers are test scores that exceed state and national averages in all subject areas. The district's ACT average is 24.0 compared to 22.1 for the state of Iowa. The district also has a high graduation rate and a high percentage of students who go on to secondary school.

A more effective mentoring program will be tailored to the Central Lyon District through the use of TLC funds. This will help meet several of the state goals, i.e. attracting able/promising new teachers, retaining current teachers and promoting collaboration.

Some of the reasons that Central Lyon does not have a big problem with teacher retention are that small class size is maintained, there is an effective after school program, and there is an early literacy program. Learning Communities have developed among the staff. There is very little teacher turnover.

There are good employers in town who often hire spouses of staff members. Some of the teachers have family in the area, which also contributes to longevity in the system. The positive reputation of both staff and students contributes to retention of effective teachers.

The statewide goal to promote collaboration among teachers will be met with collaboration days that are built into the calendar. Currently six days are already included. Professional development is encouraged and rewarded with a \$750 incentive and allowing teachers to advance on the master contract schedule with professional development hours. TQPD Teacher Quality and Professional Development allow teachers to earn credit.

The statewide goal of rewarding effective teaching will be met by encouraging effective teachers to apply for leadership opportunities available through the TLC Plan.

All of the efforts, both in the local context and those tailored to meet the statewide goals are designed to improve student achievement.

Impact/effectiveness will be determined by multiple methods. The short-term academic goals will be measured by the assessments mentioned with the goals. The long-term academic goals will be measured through trends in Iowa and district assessments. The state goals will be measured through surveys including pre/post and mentor/mentee surveys. Positive teacher retention will be a result of meeting state goals.

The TLC Planning Committee will continually monitor the success of all goals, both locally and statewide and will revise the plan accordingly.



## Part 9

### West Branch

#### Capacity to Implement and Sustain TLC Plan

West Branch Community School District's staff has embraced transformational initiatives such as becoming a PK-12 standards-based grading system. The capacity to implement the TLC plan would be viewed as "first order change" (Waters, Marzano, and McNulty, 2003) for our district because the plan consistent with our prevailing values and norms. The TLC plan will build on these initiatives to assure future success.

- Nearly one quarter of the staff has received formal Professional Learning Community (PLC) training and 100% of the staff works in PLC and data team settings on a weekly basis.
- WBCSD's School Improvement Advisory Committee (SIAC) provides authentic, routine input to guide the district.
- The district is fully committed to the GWAEA i3 Induction, Mentoring and Coaching program.
- WBCSD is one of the few districts in Iowa to be a full PK-12 standards-based grading and feedback system. We are studying competency-based education systems now.
- Hoover Elementary School was one of only 95 schools in Iowa to implement the State's (Phase I) Early Literacy universal screening tools. (TIER using FAST and IGDI assessment tools).
- The district has improved concurrent student enrollment options over the past three years from an average of 5-6 college credits to an average of 15 college credits for students graduating in 2015.
- In the 2012, the District implemented a 1:1 laptop program for students in grades 5 – 12.

#### School Improvement Efforts

The district follows the Iowa Professional Develop Model (IPDM) to significantly impact the teaching and learning in our schools. Data driven instruction and Professional Learning Community (PLC) teams are the district's key vehicles for meeting 21st Century teaching and learning needs.

A key assessment component is the time requirement that Instructional Coaches spend 70% of their time in providing direct support to teachers, 10% of their time will be dedicated to data collection and data analysis with teachers and teacher teams, 10% for planning and delivering professional development and working on district and building leadership teams. The remaining time will be allotted for administrative function, personal work needs, and district support duties.

#### Roles and Responsibilities of District Personnel



The superintendent, principals, and the TLC Program Evaluation and Monitoring Committee are responsible for the successful implementation of this TLC plan: 1) Selection Committee 2) Evaluation and Monitoring Committee 3) Director of Curriculum, Innovation, and Assessment 4) Building principal leadership and 5) performance of teacher leaders.

#### Evaluation and Monitoring Committee

By June 2015, a group of teachers and administrators will form a TLC Program Evaluation and Monitoring Committee with six goals:

1. Review and summarize stakeholder input and data on a semi-annual basis. Surveys and ongoing conversations will be used to assess program effectiveness. Stakeholders include members of the SIAC, DLT and BLT groups, administrators, and non-TLC career path teachers.
2. Make semi-annual recommendations for TLC system improvement and assist in the communication of program highlights, successes, and celebration plans.
3. Assess program quality and impact using the Jim Knight Instructional Coaching model.
4. Assess staff professional development using the Iowa Professional Development Model (IPDM).
5. Evaluate annually TLC job descriptions and responsibilities.

Superintendent will:

- Review and present names of candidates to be hired in the teacher leadership roles will be given to the superintendent for formal approval.

The Director of Curriculum, Innovation and Instruction

- Organize the selection committee and the evaluation and monitoring committee.
- Work with the teacher leaders and building principals to coordinate, plan and present differentiated professional development for each teacher leader.
- Meet quarterly with building principals and teacher leaders to ensure teacher leaders are fulfilling job descriptions requirements.
- Coordinate and assist professional development at the quarterly district lead teacher meetings.
- Attend and coordinate summer learning for teacher leaders.
- Apprise the superintendent of schools, board of education and administrative team about TLC leadership position work.
- Organize and conduct building walkthroughs by the administrative team for routine observation of teacher leaders.



Building Principals will:

- Ensure all teacher leader candidate applications are screened to meet the qualifications defined in the TLC grant process.
- Review instructional coaches' logs to measure the impact of coaching interactions
- Review each leadership position's job description with candidates to gain clarity on what is expected and not expected of these individuals.
- Assist teacher leaders become part of the building culture so relationships can be built.
- Hold periodic reflective conferences with teacher leaders to allow for reflection and feedback.
- Communicate regarding district, building and grade-level meeting preparation needs.

#### Sustainability and Funding for Program

Work to augment teacher pedagogical skills and enhance student learning will continue regardless of TLC funding. The TLC work will strengthen professional learning communities, data team protocols, core instructional identification process, and consistent professional development.

Supplemental state funding will be required to fully sustain the staffing levels required in the grant, teacher leadership supplemental foundation aid shall not be combined with regular wages to create a combined salary. Reductions in state funding may require TLC program adjustments in terms of staffing, materials and professional development.

#### Stratford

Six years ago when the district made the second order change from single section classrooms with a traditional special education pull-out program to multiage-classrooms with co-teaching, it was the teachers who took a leadership role. They identified the need, researched options, visited schools, outlined advantages and disadvantages, and decided they could do it- they could take the risk to be leaders. Stratford has been recognized as a model program and many schools have been encouraged to visit Stratford and observe our multi-age classrooms in action. This experience positioned the district, community and teachers for successful implementation of a TLC plan. As one of the 11 teachers who helped implement multi-age, co- taught classrooms shared, "We learned to work together and informally coach each other. It will be nice to continue the work through a formal TLC structure where teachers can help each other grow professionally and are recognized and compensated for their expertise."

A second example of how the district sustains significant changes in practice is teachers' skillful integration of technology in the classroom. Ten years ago, teachers identified using technology effectively as a learning tool as a needed area of improvement. One teacher took the lead with learning how to effectively use technology to teach social studies and science themes and then worked with the



staff. Today, Stratford teachers skillfully use technology to enhance student learning. Both of these examples demonstrate the commitment the school board, administration, and teachers have to continually improve the educational experiences for students.

Input from parents, community, and staff members is gathered annually to identify needs and strengths of the district. There is strong support for the district's practice of building on the expertise of staff members as teachers take on additional leadership roles. The proposed TLC roles serve the current needs. As the needs change, Stratford may need to extend its partnership with Webster City CSD. Stratford has tutored its secondary students to Webster City for 25 years and shares staff. In addition, Stratford meets regularly with Hamilton county districts to address needs and share resources.

Parents support the changes that have been made through teacher leadership. Julie Ehresmann noted, "My oldest son attended Stratford when it was a traditional school; my youngest son attended as it was being transformed into a model school. And the difference is noteworthy. My youngest son not only has the skills and knowledge he needs, he is a thinker and a problem solver. Teachers were the leaders and transformed this school." Another parent and SIAC member, Nolan Patterson remarked, "My kids have done really well. They love school. They're excited about it and work hard. They love the challenge. When I was a boy, I did not like school. Now I would. I've seen the transition. I've seen how teachers have taken leadership roles and the kids have benefited. It took a lot to make the change, and the teachers, parents, Board, and students made it happen. Stratford can and will do whatever it takes to make education the priority for students, leaders, and future citizens."

The school board, administrator, the TLC leadership team are responsible for ensuring the success of the TLC plan. The administrator and the TLC leadership team will work closely with the instructional coaches, model teachers, and mentors to communicate and plan PD. The administrator will work closely with the instructional coaches to ensure the coaches have the student achievement data to work with. The administrator will work closely with Prairie Lakes AEA to ensure the teacher leaders have the training they need to serve as teacher leaders.

#### Responsibilities for Ensuring the Success of the TLC Plan

School Board    \*Communicate with the community on the TLC program and its effectiveness.

### Audubon

#### Building Capacity for Teacher Leaders

Audubon Community School District (ACSD) has a culture of inquiry and collaboration, as evidenced through our teacher-led professional development (PD) program. Teacher leaders have led PD for the past 8 years. ACSD is in its 2nd year of using Professional Learning Communities (PLCs) as the platform for collaborative and authentic professional growth. This tradition of leadership was continued when teachers initiated and led the TLC plan development and grant application process. ACSD is proud of its Teacher Leadership culture and has embraced an organizational structure that values shared



leadership, meaningful collaboration, and professional inquiry. In ACSD, teacher leaders will work alongside other teachers and school administrators realizing our goal to “Empower teachers by increasing leadership opportunities and promote meaningful collaboration that will improve instructional practices and increase student achievement.”

#### Future School Improvement Efforts

ACSD sees our proposed TLC plan as an opportunity to improve our current system. As a district we are always striving to get better. In this most recent school year our elementary school is on the Department of Education’s “School In Need Of Assistance” watch list. Additionally, our goals include increasing student proficiency in reading, math and science (current proficiency levels are 87%, 83% and 88%, respectively). As a district we believe strongly that improved instruction leads to improved student achievement. Therefore we are committed to continually honing our TLC program through ongoing and annual evaluations. Evaluation results and corresponding changes will be shared with stakeholders including teachers, the School Improvement Advisory Committee (SIAC), and the school board.

The proposed TLC plan aligns with district improvement goals and supports a commitment previously made by the school board to commit resources in a manner that reflects a collaborative culture as a priority. ACSD feels confident in our ability to implement this program based on the success of past initiatives the district was able to implement and revise, ensuring effectiveness. For example, as a part of our school improvement process in 2010-2011, the elementary school committed to Multi-tiered Systems of Support (MTSS). As MTSS has progressed, we have made on-going adjustments to maximize its effectiveness.

#### Stakeholder Support

ACSD has engaged in an inclusive and transparent development process for our TLC program. Teachers offered feedback on multiple surveys and in multiple meetings, allowing the Steering Committee to craft a plan representative of the district’s values. Input was also sought from the school board and the Student Improvement Advisory Committee (SIAC). As documented through our most recent site visit, ACSD has an engaged and informed SIAC. Due to the value placed on actively building a positive culture for teacher leadership, we have a significant amount of support from all stakeholders including parents, teachers, administrators, and the school board.

#### Professional Development for Teacher Leaders

Teacher Leaders will require ongoing training and support to effectively implement and sustain our TLC program. ACSD will utilize internal and external resources to create meaningful PD opportunities. Each Teacher Leadership role serves a different purpose. Therefore, PD will be differentiated for each position and include research-based models of effective coaching, collaboration, and data-driven leadership. PD will be tailored to the individual holding the leadership position. Professional development for Teacher Leaders may include some of the following training and learning opportunities:



- Peer coaching and feedback
- The Iowa Core
- Characteristics of Effective Instruction
- Iowa's RTI-MTSS framework
- Data Analysis Protocols
- Exemplary mentoring and induction practices
- Curriculum and assessment design and implementation

#### Key Personnel

Decision Makers	Responsibilities
-----------------	------------------

#### Steering Committee

- Support implementation of the TLC program until the Selection

Committee is formed

#### Selection Committee

- Establishes the rubric used to evaluate candidates for Teacher

Leadership positions, shares the rubric with all Teachers

- Accepts and reviews applications, interviews candidates, and makes hiring recommendations to the superintendent

#### Teacher Leaders

- Performs established job duties and fulfills responsibilities
- Participates in the ongoing and annual evaluations of the TLC program

#### Building Principals

- Coordinate the Teacher Leadership application & hiring process
- Provide support for Teacher Leaders
- Evaluate all teacher leaders
- Participate in the evaluation of the TLC program
- Assign Mentors to all new teachers



## Superintendent

- Receive recommendations from the selection committee for appointments of teacher leaders
- Receive recommendations from Teacher Leaders to monitor or adjust the district TLC plan
- Ensure transparent communication between the district and the

## Board of Education regarding the TLC program

- Monitor and supervise the use of the TLC funds

## Cardinal

Capacity—We are confident we have the capacity to implement this project quickly, efficiently, and successfully. As a district we have spent the last 2 years planning our TL program. When we learned we did not receive funding after submitting an application to the Iowa DE last year, we took 2 important steps to build our capacity to both plan and implement a TL program. First, we worked with an external consultant during the past 6 months who helped our Advisory Committee analyze and improve our TL program design. The consultant supported us as we created a TLC program that includes all TLs in the district. With his assistance we wrote detailed job descriptions for each of the 9 TL roles. We also worked hard to clarify our mentoring and induction activities. Finally, we worked with the consultant to design a budget that provides compensation for all TL roles. As a result, we have a much clearer understanding of what needs to happen, when it needs to happen, who is responsible for each activity, and how we will pay for all TL efforts. We believe the clarity and detail of our current TL program plan will allow us to “hit the ground running” when we receive funding from the DE.

Second, we have already begun to implement a portion of TL program. Even though we did not receive TLC funding from the state for this year, we were able to secure funding from a foundation to hire 2 full-time Instructional Coaches. We now have 2 Coaches who support both the elementary and the secondary building. With these 2 TLs in place we are learning valuable lessons about how to effectively implement TL activities. The lessons we learn from our TL efforts this year will definitely increasing our capacity to implement the larger TLC-funded program next year. Prior to this year, Cardinal did not have any paid leadership positions for teachers. With the addition of the 2 Instructional Coaches, we now have experience with: (1) recruiting qualified staff; (2) hiring; (3) when/how to provide coaching support; (4) how to assess the professional growth of the coaches; and (5) how to evaluate the impact of their work on teachers and students. We will take the lessons learned from adding Instructional Coaches to our staff this year to improve the rollout of our full TL program for the coming school year.

Following the submission of this grant, we will take a third step to increase our capacity to implement the TL program effectively. Beginning in October our Advisory Committee (4 teachers, 2 principals, the Superintendent, the Director of Curriculum and Instruction, 2 community members, 2 members of the teacher’s association, and 4 parents) will meet monthly. During these meetings our AC will finalize all job descriptions, develop assessment rubrics for each TL position, create recruiting/application materials,



inform all staff about TL opportunities, screen all applications, and select candidates for interviews. These monthly meetings will help ensure that Cardinal is ready to begin full implementation of our TL Program on July 1, 2015.

**Key staff**—All TL activities will be lead by our 2 Instructional Coaches who will have the support of the Director of Curriculum and Instruction (DCI) and the Superintendent. The DCI will provide supervision for our 2 Coaches, 9 Mentor/Induction Coaches, our 2 Special Education Coaches, and the Iowa Core Lead Teachers. The Superintendent will supervise members of the Organization Health Team, while building principals will supervise the cooperating teachers and the model teachers. Our 15-member AC will meet quarterly to provide guidance and support to the Superintendent and the DCI as they coordinate TL activities across the district.

**Sustainability**—In addition to continued TLC funding from the state, we believe we can sustain our TL program using multiple strategies. First, a strong evaluation of the TL program will allow us to share results about the program’s impact on teachers and students. As we demonstrate how TL activities strengthen instructional practices and impact student learning, we can help our board and our community maintain their commitment to our TL efforts. Second, we will continue to seek external funding as we did for the 2 Instructional Coaching positions we hired for this year. We have had success obtaining external funds in the past and believe we can seek support from both public and private sources to help sustain our TL program. Third, we are focusing significant time on building the capacity of existing staff through many different individual and group PD activities. An emphasis on strong PD is a cost-effective way to support sustainability. Once we have used our TLC funds to increase the capacity of all staff to implement evidence-based instructional practices, we will require fewer funds to keep the program going. Because the majority of our staff stay in the district, we will need fewer dollars for their continued PD, which allows us to concentrate our efforts on building the instructional skills of the teachers who are new to our district.

---

**Capacity**—We are confident we have the capacity to implement this project quickly, efficiently, and successfully. As a district we have spent the last 2 years planning our TL program. When we learned we did not receive funding after submitting an application to the Iowa DE last year, we took 2 important steps to build our capacity to both plan and implement a TL program. **First**, we worked with an external consultant during the past 6 months who helped our Advisory Committee analyze and improve our TL program design. The consultant supported us as we created a TLC program that includes all TLs in the district. With his assistance we wrote detailed job descriptions for each of the 9 TL roles. We also worked hard to clarify our mentoring and induction activities. Finally, we worked with the consultant to design a budget that provides compensation for all TL roles. As a result, we have a much clearer understanding of what needs to happen, when it needs to happen, who is responsible for each activity, and how we will pay for all TL efforts. We believe the clarity and detail of our current TL program plan will allow us to “hit the ground running” when we receive funding from the DE.



— **Second**, we have already begun to implement a portion of TL program. Even though we did not receive TLC funding from the state for this

year, we were able to secure funding from a foundation to hire 2 full-time Instructional Coaches. We now have 2 Coaches who support both the elementary and the secondary building. With these 2 TLs in place we are learning valuable lessons about how to effectively implement TL activities. The lessons we learn from our TL efforts this year will definitely increasing our capacity to implement the larger TLC-funded program next year. Prior to this year, Cardinal did not have any paid leadership positions for teachers. With the addition of the 2 Instructional Coaches, we now have experience with: (1) recruiting qualified staff; (2) hiring; (3) when/how to provide coaching support; (4) how to assess the professional growth of the coaches; and (5) how to evaluate the impact of their work on teachers and students. We will take the lessons learned from adding Instructional Coaches to our staff this year to improve the rollout of our full TL program for the coming school year.

Following the submission of this grant, we will take a **third** step to increase our capacity to implement the TL program effectively. Beginning in October our Advisory Committee (4 teachers, 2 principals, the Superintendent, the Director of Curriculum and Instruction, 2 community members, 2 members of the teacher's association, and 4 parents) will meet monthly. During these meetings our AC will finalize all job descriptions, develop assessment rubrics for each TL position, create recruiting/application materials, inform all staff about TL opportunities, screen all applications, and select candidates for interviews. These monthly meetings will help ensure that Cardinal is ready to begin full implementation of our TL Program on July 1, 2015.

— **Key staff**—All TL activities will be lead by our 2 Instructional Coaches who will have the support of the Director of Curriculum and Instruction (DCI) and the Superintendent. The DCI will provide supervision for our 2 Coaches, 9 Mentor/Induction Coaches, our 2 Special Education Coaches, and the Iowa Core Lead Teachers. The Superintendent will supervise members of the Organization Health Team, while building principals will supervise the cooperating teachers and the model teachers. Our 15-member AC will meet quarterly to provide guidance and support to the Superintendent and the DCI as they coordinate TL activities across the district.

— **Sustainability**—In addition to continued TLC funding from the state, we believe we can sustain our TL program using multiple strategies. First, a strong evaluation of the TL program will allow us to share results about the program's impact on teachers and students. As we demonstrate how TL activities strengthen instructional practices and impact student learning, we can help our board and our community maintain their commitment to our TL efforts. Second, we will continue to seek external funding as we did for the 2 Instructional Coaching positions we hired for this year. We have had success obtaining external funds in the past and believe we can seek support from both public and private sources to help sustain our TL program. Third, we are focusing significant time on building the capacity of existing staff through many different individual and group PD activities. An emphasis on strong PD is a cost-effective way to support sustainability. Once we have used our TLC funds to



increase the capacity of all staff to implement evidence-based instructional practices, we will require fewer funds to keep the program going. Because the majority of our staff stay in the district, we will need fewer dollars for their continued PD, which allows us to concentrate our efforts on building the instructional skills of the teachers who are new to our district.

## Hinton

### Policy and Hiring:

The current starting salary at Hinton is the \$35,883 which exceeds the minimum state requirement of \$33,500. The Hinton CSD is committed to supporting a salary level that is competitive with other schools in the area so as to attract highly qualified teachers.

The TLC plan will provide enhance implementation of selected initiatives – RTI(MTSS), PBIS, AIW, 1:1 technology, and curriculum mapping. Teacher leaders will receive compensation for increased responsibility and time. TLC funds will provide teacher leaders with stipends. Detailed job descriptions are written for each teacher leadership position. This gives stability and long term continuity to the TLC plan.

The Teacher Selection Committee (composed of two administrators and two teachers chosen by the district association) will implement a fair and equitable procedure for selecting teacher leaders. Using a scoring rubric for evaluating the applicants, they will make recommendations to the superintendent for the ultimate selection of the teacher leaders.

The TLC plan will serve as policy for teacher leadership positions. The TLC plan will be placed in teacher handbooks and formally board approved.

The school board officially approved supporting the TLC plan at their January meeting.

### Training and Support:

The TLC plan will support current initiatives- RTI(MTSS), PBIS, AIW, 1:1 technology, and curriculum mapping/Iowa Core alignment – by providing extended training to teacher leaders, who in turn will support all initial and career teachers through modeling, PD, data analysis and collaboration.

The teacher leaders will be supported by training from the AEA and the State, especially as it pertains to coaching and mentoring. Coaches from Hinton School will participate in training by the AEA on the Kansas Coaching Project. The AEA and the state will continue to provide specific training on the RTI (MTSS) and PBIS initiatives. The AEA, along with the Center for Authentic Intellectual Work, will be instrumental in training the AIW coaches.

Teacher leaders will be encouraged to continue their individual professional growth by seeking training that will increase their knowledge and skills.



Regularly scheduled opportunities for teacher leaders to collaborate as a group will provide support for the TLC program.

#### Feedback and Reporting:

Collecting feedback for the purpose of evaluation and modification is critical to sustaining any project or initiative over time. Feedback can include various types of data, collaborative discussion, survey results, and comments/suggestions from stakeholders.

Teachers are collecting and analyzing data for RTI (MTSS), PBIS, and AIW.

With the TLC plan, teacher leaders will have the responsibility of ensuring that regular data is collected with fidelity. The coaches will take the lead in the analysis of the data within their PLC teams.

The Curriculum /PD Leader will oversee the analysis of district-wide student achievement data. The analysis is done by teacher leaders, the entire teaching staff, and the DAC. Results of the data analysis will lead to development of district and TLC goals and modifications to the TLC plan.

The Curriculum/PD Leader will also meet regularly with the Instructional Coaches to analyze data from the various initiatives – RTI(MTSS), PBIS, AIW, and 1:1 technology. Coaches will report back to their PLC teams for collaborative discussion on any modifications needed to improve student learning.

In sustaining the TLC plan, it is also important to involve other stakeholders in looking at the data to gather feedback. The Curriculum/PD Leader will present data from the initiatives to the DAC at their regular meetings.

Annual surveys will be administered to initial and career teachers, mentors and mentees, administrators, and DAC members for the purpose of collecting feedback on the success of the TCL plan. Teacher leaders and administrators will consider modifications to improve the plan.

The TLC selection committee will annually review data to determine the productivity of each coach, mentor, and teacher leader before recommending teachers for leadership positions for the next year. This includes but is not limited to:

- Data from RTI (MTSS), PBIS, AIW, Iowa Assessments, Clarity survey, mentor surveys
- Trainings attended by teacher leaders.
- Logs of PLC team meetings held, along with what was accomplished at each meeting.
- Curriculum maps and alignment reports
- Logs of teacher observations; one-on-one teacher collaboration; and modeling strategies in classrooms.

#### Communication:



Upon approval by the state, an informational article about the plan will be placed in the school newsletter and the local newspaper. Monthly articles from teacher leaders will be placed in the school newsletter.

Teacher leaders will take turns reporting at DAC and school board meetings.

The Curriculum/PD Leader will be responsible for communicating any specific information on concerns or decisions to the teachers. The instructional coaches will also be responsible for communicating with their teams.

#### Current Infrastructure Lending On-going Support to the TLC Plan

- 90% of the staff are career teachers
- 48% percent of the staff expressed a desire to become a teacher leader.
- 50% of our staff has a Master Degree, demonstrating a desire for continuous learning.
- District initiatives are researched based to improve student achievement, enhance teacher instruction, and place leadership roles in the hands of the teachers.
- A mentoring program is in place.
- PLC teams (RTI, PBIS, and AIW) are in place for collaborative learning.
- Teacher committees have been involved in shared decision making and planning.
- The role of “coach” has already been established for AIW teams with the AEA providing the coaches.

#### North Linn

Support and input of all constituent groups including North Linn’s administrative team, board of education, local education association, staff members, community members, and parents set the stage for rich, deep conversations focused on several key components of an effective teacher leadership plan.

One integral component of these conversations was the ability for North Linn to successfully implement its TLC plan immediately following the securing of funding.

Equally important to successful implementation is the capacity to sustain our TLC plan over time. Our teacher leaders are the backbone of our plan, and it is imperative we have the most qualified people providing the leadership vital to the successful implementation and ongoing sustainability of this plan.

Continuous improvement is deeply embedded in North Linn’s culture and climate, and many of the pieces necessary to implement North Linn’s TLC plan are already in place. Our current infrastructure includes the following leadership teams:



- TK-5 Leadership Team: Members are responsible for planning, leading, and monitoring implementation of elementary professional development following the Iowa Professional Development Model (IPDM). Current responsibilities also include analyzing student data and supporting elementary staff members based on staff needs.

- 6-12 Secondary Leadership Team: Members are responsible for planning, leading, and monitoring implementation of secondary professional development following the IPDM. Current responsibilities also include analyzing student data and supporting secondary staff members based on staff needs.

- K-12 Technology Leadership Team: Members are responsible for planning, leading, and monitoring implementation of TK-

12 technology professional development following the IPDM.

- Professional Learning Communities (PLCs): All North Linn staff members are part of a PLC based on grade level and/or content area expertise. Quarterly collaborative meetings are scheduled to analyze student data, reflect on current practices, and problem-solve challenging situations.

- Mentoring: The Journey to Excellence Mentoring Program along with support from Grant Wood Area Education Agency (AEA) consultants provide the foundation for our mentoring and induction program. New teachers are also provided with two additional days at the beginning of the year.

The vision of North Linn's TLC Plan is to provide all teachers, both new and veteran, professional growth opportunities, support, and collaborative structures that will enhance their teaching effectiveness. The success of North Linn's TLC Plan is dependent upon the sustainability of our plan and involvement of all staff members. Building on the structures listed above, the following individuals will be key personnel as we move forward with implementation and ensure ongoing sustainability of our TLC Plan:

#### Instructional Coaches

(3 Teacher Leaders) • Serve as a catalyst for change by providing support to assess effectiveness of current efforts and make suggestions for areas of improvement

- Facilitate respective leadership team meetings

- Collaborate with administrative staff and teacher leaders to determine best instructional practices leading to increased student achievement

- Facilitate analysis of student data and formulating action plans

- Support the refinement of instruction through peer coaching, peer observations, co-teaching, and/or modeling of best teaching practices

- Arrange and provide additional coaching, mentoring, and opportunities for observing exceptional practice for new teachers



Teacher Leaders (15) • Work collaboratively with administration and classroom teachers to ensure cohesiveness in all aspects of program implementation

- Collaboratively plan, develop, deliver, and monitor implementation of professional development
- Analyze student data and support classroom staff members based on staff needs
- Assume the role of mentors to new teachers

Grant Wood AEA Consultants • Partner with district leaders to improve teacher effectiveness

- Secure outside resources and materials to support district efforts
- Work with teacher leaders to plan, develop, deliver, and monitor implementation of professional development

Creating our plan has enabled district stakeholders to recognize the importance of empowering teachers of the district to serve as teacher leaders through clearly defined, differentiated, meaningful pathways.

Each and every child of our district deserves to reap the ultimate benefit of our plan which is increased academic achievement for all students, both now and in the future. The best way to sustain our plan for years to come is to provide opportunities for all stakeholders to offer feedback, ask questions, and engage in dialogue focused on improving teacher effectiveness and increasing student achievement. Transparency, open communication, and equity of voice allowed North Linn's TLC Planning Committee to move forward in the creation of our plan, and those same elements will guarantee sustainability of our plan as we move forward.

## Northeast

Sustainability is the capacity to endure. It implies responsible and proactive decision making and innovation that creates and maintains the conditions to continue a program for now and into the future. The TLC committee realizes that there is more to sustainability than funding. This grant will challenge our district to "do business differently." It will require that we employ the kind of thinking, action, and resource allocation that will allow us to continue to meet our goals of improved instruction and increase student achievement. To do so requires a change in the culture of our community; a shift toward empowering our teachers to take on leadership roles to impact what is happening within their own buildings.

DISTRICT CAPACITY Past Successes:

- The district already utilizes teacher leaders to assist in the development and implementation of professional development activities. Teachers welcome the insight provided by their colleagues and are open to receiving suggestions for improvement. The district also utilizes their building administration in the effective delivery of professional development including offering courses on site for college credit.



- The district has embraced the idea of Professional Learning Communities and has fully engrained the concepts of continuous improvement, collaboration, results orientation and a focus on learning. Our teachers understand the need for strong professional development and view the quality of our teachers as the determining factor in student achievement.
- The district currently has a mentoring program in place. New teachers are also provided two additional days at the beginning of the year. All teachers are provided the opportunity to visit other classroom teachers to observe the instructional practices of other teachers. The TLC plan will enhance our capacity to allow teachers to grow from each other through the study of research-based teaching strategies.
- The district volunteered to be a part of the state pilot program on early reading intervention. Staff has already been trained on the implementation of the FAST and IGDl assessments. The use of teacher leaders will enhance our ability to understand the results and be better equipped to address student needs.
- The district currently has a teacher trained as a coach for Authentic Intellectual Work (AIW) and has been implementing AIW strategies for several years. Needed Systemic Infrastructure:
- While our district has successfully provided effective professional development for our teachers, we do not have anyone on staff whose full time responsibility is dedicated to this area. Our curriculum director is also the elementary principal and the AIW coach is also a full time teacher thus the primary responsibility of professional development falls on the shoulders of the building administrators. This grant would allow us the opportunity to have individuals who are fully dedicated to improving teacher instruction.
- The district has a variety of types of data at its disposal. Currently, there is a lack of cohesion in our use of data. We need to better understand the types of data we have, how to interpret them, and how they fit together. Utilizing the Literacy Coaches to provide leadership in the use of data would provide the clarity our staff needs to have the desired positive impact on student achievement.

#### ROLES OF KEY STAFF

- Superintendent - The superintendent will be responsible to continually provide the vision for the Teacher Leadership Program. As the leader of the district leadership team, keeping lines of communication open amongst all leaders will be critical as all in the district adjust to a new leadership environment. Keeping all stakeholders apprised of the program will be an important role of the superintendent.
- Principals - The principals will play a key role in the success of the teacher leadership program. A new type of leadership will be vital in a greater shared leadership environment. Working with teacher leaders on a regular basis, they will be essential in the development of teacher-leadership skills. Helping classroom teachers understand the roles of the leaders will be important in the development of the program.



- Teacher Leaders - All leaders will be important as the district transitions to the TLC plan. Using their skills and passion, they will work one on one with staff to build relationships and trust to focus on the key elements of the TLC plan. Having a Literacy

Coach employed full-time will make this transition easier. The Literacy Coach will be able to help others understand what their role encompasses outside the classroom, how to structure their day, and the skills necessary to work with adults successfully.

## SUSTAINABILITY OVER TIME

### Future Sustainability:

- As a district already utilizing teacher leaders, the district clearly has the ability to sustain the program into the future. With one third of our students coming to us through open-enrollment, the district has the ability to expand the program as well. Funding that would follow our open-enrolled-in students would allow us to add more teacher leadership positions in the future. At the current time, there are no plans to share leadership positions with neighboring districts. However, should funding be cut in the future, strong working relationships with neighboring districts exist to provide the cooperation necessary to work together.

- Other means to contribute to the sustainability of the program include providing on-going training to instructional coaches which will be provided through the Area Education Agency.

- The community will be kept abreast of the program through the website and through communication with the school board and

School Improvement Advisory Committee.

## Collins-Maxwell

At Collins-Maxwell Community School District, we have a vast capacity to implement the TLC system. After surveying teaching staff, it was evident that 90%-95% of staff is supportive of our district implementing leadership roles for teachers and compensating teachers for those roles.

Many staff members have shown interest in these leadership positions and support building teachers' capacity through these roles. The staff agrees that increasing the effectiveness of instruction and student achievement will happen through the TLC system.

Our districts' TLC system will follow in the footsteps of prior initiatives in terms of implementation and sustainability. Several of our current initiatives show great sustainability. These initiatives include: Authentic Intellectual Work (AIW), Competency Based Education (CBE), and Multi-Tiered Systems of Supports (MTSS). Through the collaborative work of teachers, these systems have been able to sustain and grow over time. An example of our ability to sustain leadership capacity is shown with



our nine AIW coaches that who lead teams of teachers through the AIW process monthly and facilitate the collaboration among teachers, with a clear focus on improving instruction.

Our School District will be successfully implementing this TLC system with integrity. The following specifics of our plan will allow for effective implementation.

- **Mentor Teachers:** We will continue to use veteran teachers to fill the role of mentors to new teachers in our district. These teachers will be the support for new teachers and meet regularly with them to ensure building and district initiatives are being met. They will also provide social and emotional support for the new teachers in the district.
- **Professional Development Implementation Coaches:** We will build upon our current structure of nine Authentic Intellectual Work coaches and add one to make ten Professional Development Implementation Coaches. These Coaches will support teachers to develop data-driven decision-making. They will also work with all teachers to research, model, and implement evidence-based instructional practices that align with district goals.
- **System Learning Specialist:** Having two Systems Learning Specialists, one in each building, will provide ongoing support for teachers to develop their knowledge of data-driven decision-making. The leaders in this role will also assist administration and faculty to plan and implement the use of evidence-based instructional practices and plan and lead Professional Development efforts. Systems Learning Specialists will oversee our individualized learning system and will have the responsibility to assist teachers as they review and revise curriculum to reflect the Iowa/Common core content and select instructional strategies in our personalized learning educational reform.

The individuals in these roles for the TLC system will go through professional development and learning about each role to ensure they are all meeting the needs of students and staff. Mentor Teachers, Professional Development Implementation Coaches, and Systems Learning Specialists will be asked to further their learning through opportunities outside of the district and attend conferences on subject matter.

Our emphasis on effective instructional practices and analysis of student data will be strengthened by the underlying structures of our district strategy. Authentic Intellectual Work, Competency Based Education, and Multi-Tiered System of Supports will be enhanced by the roles of Mentor Teachers, Professional Development Implementation Coaches, and System Learning Specialists. We will continue to have a focus and commitment on a strong Mentoring and Induction Program to support quality teaching.

The district will work continuously to ensure that this structure in place will have sustainability over time. Members who will work to ensure sustainability include:

- **Superintendent:** The superintendent will be the key decision maker for the TLC system. Building Principals and members of the TLC Committee will recommend actions to the Superintendent.



- Building Principals: The two building principals will oversee the mentor teachers, PD Coaches, and System Learning Specialists in their buildings, which include evaluations and identifying effectiveness. They will report recommendations to the Superintendent.
- TLC Committee: The TLC Committee, which consists of teachers and administrators, will be involved in the hiring of each role and identifying effectiveness of the system by looking at student data and surveying teachers. They will report recommendations to building principals and Superintendent.

This sustainability will also be met through the transparency of the TLC committee, district administrators, and the District's Board of Education to keep a clear focus on the key purpose of each of the teacher leader position and their corresponding roles and responsibilities to allow them to be achieved with fidelity.

### Maquoketa Valley

During the past 4 years, our district has purposefully reviewed district initiatives, developed logic models, and prioritized our structures, processes and initiatives to create a focused, coherent, synergistic strategy for school improvement. Through the implementation of this strategy, several structures have been put in place that will allow us to support the sustainability of our TLC plan over time.

2010-2011: We began implementing the Iowa Core. This work prompted us to increase collaboration among teachers, found through Professional Learning Communities. Our district made the commitment to train staff in the PLC model and nearly one- third of district staff attended a PLC institute in the summer of 2011.

In the fall of 2011, weekly team meetings were held at the elementary level to begin analyzing student data and defining an ensured, viable curriculum. This expanded to include weekly team meetings among secondary staff following another summer institute in 2012.

The work of PLC teams led the district to understand the need to identify and address the "gaps" between struggling students and their peers. That led our district to participate in a two-year training provided through the AEA in the Response to Intervention (RTI) model. A team of K-8 teachers, counselors and administrators collaboratively developed a systematic way to respond to the needs of every student. Implementation of this system began in 2013.

As these initiatives gained momentum, the need to increase instructional effectiveness was evident. We began implementing the Characteristics of Effective Instruction by studying the components of Assessment for Learning with its emphasis on formative assessment. This is a key component in the PLC model with its use of common formative assessments to analyze core instructional needs as well as the needs of the struggling student in the RTI process.

The district selected Rigor and Relevance as its second Characteristic of Effective Instruction. To assist in this work, and to increase the effectiveness of team meetings at the secondary level, the district began



training a pilot team in the Authentic Intellectual Work model in the fall of 2013. This team will assist in the expansion of AIW work throughout the district.

The careful construction of these structures and initiatives leads to the undeniable sustainability of our TLC plan. Our emphasis on effective instructional practices and analysis of student data, strengthened by the underlying structures of a cohesive district strategy, Professional Learning Communities, Response to Intervention, Authentic Intellectual Work teams and long-term professional development focus will be enhanced by the proposed positions of intervention strategist, instructional coaches, technology coach, and AIW coaches. Our district has had, and will continue to have, a commitment to the mentoring of initial and new teachers to our district as a way to support quality teaching and improve content and pedagogical knowledge of the initial teacher.

Sustainability can also be developed through future action. It is the commitment and responsibility of the TLC committee, district administrators, and Board of Directors to keep a clear, targeted focus on the key purpose of each teacher leader position and its corresponding roles and responsibilities to allow them to be achieved with fidelity. Being careful to avoid adding increased responsibilities beyond the defined scope of the position will prevent the erosion of the intended responsibilities for the teacher leadership positions. This will maintain the fidelity and the sustainability of the plan and its proposed positions.

Current professional development initiatives also ensure the sustainability of the teacher leader positions. These include: 1) increasing collaboration through PLCs and AIW, 2) increasing effective teaching strategies including Characteristics of Effective Instruction, 3) implementation of Iowa Core standards, 4) addressing individual student needs through Response to

Intervention. The proposed positions directly support the attainment of these initiatives to which our district has been committed for some time.

We continue to build upon our already-existing structures and initiatives to support and sustain the TLC plan. With future anticipated participation in the Teacher Advancement Program (TAP) and the ongoing support provided through that training, assistance from the Department of Education and the Area Education Agencies, and in-district support through collaborative team meetings and a built-in support network, teacher leaders will be able to sustain their efforts.

Several key staff will be responsible for the success of this plan. Training and support provided by the DE and AEA are necessary for teacher leaders. The Board of Directors, in partnership with the superintendent, will continue to ensure the alignment intended and enacted roles and responsibilities, as well as commit time for training and implementation. The school improvement coordinator will facilitate team meetings among teacher leaders, provide organizational assistance in maintaining the underlying structures, and collaborate in development and delivery of professional development to remain aligned to the purposefully designed strategy for school improvement. Building administrators will encourage full utilization of the roles by their staff and support the teacher leaders in carrying out their responsibilities. The TLC team members selected to participate in the selection and evaluation process will ensure that quality candidates are selected for these positions, rigorously evaluated, and



the quality of the teacher leadership system is maintained. The expertise and interpersonal skills of the selected teacher leaders are a key to its success. Ultimately, the success of the plan lies in the acceptance of these roles by staff and their willingness to utilize the proposed teacher leaders positions to continue the district focus on results and a collaborative culture.



## Part 10

### Audubon

#### Narrative

- Audubon Community School District (ACSD) already meets the minimum salary requirement of \$33,500.
- \$55,378.86 will be used to compensate teachers holding leadership positions. Additional contract days are included to train teachers for their new leadership roles and to allow for additional time for the teacher leaders to complete job responsibilities.
- ACSD will hire 2 new employees to fill positions vacated by newly hired Instructional Coaches. Funds needed to hire these new teachers are estimated at \$53,422.14 for each full-time teacher, totaling \$106,844.28.
- ACSD budgeted \$3,000 to cover professional development expenses for Teacher Leaders, including: transportation, registration fees, and paying for substitutes to cover classes when Leaders attend trainings. This money will come from the district's State Professional Development Funds, Title 2A Grant Funds or Rural Small School Grant Funds.

Distributing compensation in this manner will allow ACSD to develop leadership opportunities for exemplary educators, improving instructional practices and ultimately increasing student achievement.

The TLC vision of ACSD is to "Empower teachers by increasing leadership opportunities and promote meaningful collaboration that will improve instructional practices and increase student achievement."

A teacher leadership program in ACSD will support our larger, district-wide vision to "Educate, Motivate, and Inspire." Teacher Leaders will create a comprehensive system of support for all teachers in the district. This support will allow teachers to collectively work towards implementing Iowa Core, create rigorous and relevant curriculum, and support each other in working towards individual career goals and furthering student achievement.

#### Budget Development

ACSD carefully calculated a budget linked to accomplishing our TLC goals. All of our goals focus on increasing student achievement through improved instruction; therefore, our budget is 100% aligned to that mission. ACSD is proud of the teacher-led collaboration that took place to shape our TLC plan and budget. Teachers, administrators and parents participated in plan development, providing critical feedback resulting in strong support from all stakeholders.

#### Roles, Costs & Goals

ACSD's TLC plan includes 18 Teacher Leaders, allowing for over 35% of our 50 teachers to hold leadership roles, including:

Each Teacher Leader will play a pivotal role in helping ACSD achieve its TLC Goals:



#### Existing ACSD Goals

Goal: ACSD will promote, develop, and foster an atmosphere of collaboration by encouraging leadership through mentoring, job shadowing, and professional modeling.

Teacher Leaders Involved: Instructional Coaches, Mentor Teachers, Model Teachers, District Leadership Team, DLT Leaders

Goal: ACSD will develop and provide necessary resources to attract and retain progressive, quality, and caring personnel.

Teacher Leaders Involved: Instructional Coaches, Mentor Teachers, Model Teachers, District Leadership Team, DLT Leaders

Goal: ACSD will implement Multi-tiered Systems of Support (MTSS) and utilize every resource to maximize learning for all students.

Teacher Leaders Involved: Instructional Coaches, Mentor Teachers, Model Teachers, District Leadership Team, DLT Leaders

#### ACSD TLC Goals

Goal: In the 2015-16 school year, ACSD will collaborate through Professional Learning Communities (PLCs) three times a month working on action research and Iowa Core.

Teacher Leaders Involved: Instructional Coaches, Mentor Teachers, Model Teachers, District Leadership Team, DLT Leaders

Goal: Annually, 100% of participating teachers will feel the mentor/mentee process was meaningful and effective.

Teacher Leaders Involved: Mentor Teachers, Instructional Coaches, Model Teachers

Goal: For the 2015-2016 school year, 18 building leaders will be put into place to fulfill leadership opportunities.

Teacher Leaders Involved: Instructional Coaches, Mentor Teachers, Model Teachers, District Leadership Team, DLT Leaders

Goal: Each year, 90% of the teaching staff will feel supported by teacher leaders.

Teacher Leaders Involved: Instructional Coaches, Mentor Teachers, Model Teachers, District Leadership Team, DLT Leaders

Goal: By spring of the 2015-2016 school year, 95% students in grades 4-11 will score proficient or above and/or make a year's growth on the

Iowa Assessment Reading Test.



Teacher Leaders Involved: Instructional Coaches, Mentor Teachers, Model Teachers, District Leadership Team, DLT Leaders

### Cardinal

Use of TLC Funds	Amount Budgeted
------------------	-----------------

Amount used to raise the minimum salary to \$33,500.	\$22,349.00
--	-------------

Amount designated to fund the salary supplements for teachers in leadership roles.	
--	--

\$26,115.00	
-------------	--

Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers) \$139,045.52

Amount used to provide professional development related to the leadership pathways.\$8,900.00

Amount used to cover other costs associated with the approved teacher leadership and compensation plan. These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your

Cardinal will receive \$196,409.52 in TLC funding from the state of Iowa. We will contribute an additional \$35,895.00 of local funds. Our total TLC program cost is \$232,304.52. The following tables show how we will use our funds to: (a) bring salaries to \$33,500; (b) supplement salaries for teachers in leadership roles; (c) cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom; and (d) provide professional development related to the leadership pathways.

(a) We will use \$22,349 to raise the minimum salary of all staff to \$33,500.

(b) \$26,115 are designated to fund the salary supplements for teachers in leadership roles. These TLs will complete all TL activities outside of classroom hours.

(c) \$139,045.52 of TLC funds will cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom.

(e) We will not use any TLC funds to cover other costs associated with the approved TLC plan.

Connections between costs, roles, and goals—With TLC funds, our 2 full-time Instructional Coaches will work in both buildings, with 1 coach primarily focused on math and the other focused primarily on literacy. Both will provide support for classroom management, reflective and formative assessments, and technology integration. Coaches will observe all staff 1 time every month and provide constructive feedback through a debriefing session following the observation. Through the coaching support,



teachers will have access to model lessons, planning assistance, co-teaching, and one-on-one collaboration. Instructional coaches will have joint planning time every day to share insights and to align their work across the district. Coaches will have an additional 25 days to support their own PD during the summer.

TL funds will support 9 Induction Coaches/Mentors to work outside of class time to mentor the growth and development of all 1st and 2nd year (new or recently returning) PK-12 teachers. Mentors will act as models and guides to help new teachers develop competence and confidence more quickly. They will provide opportunities for new teachers to observe, discuss and practice quality instruction. In addition to mentoring, coaches will provide PD in areas such as classroom management, instructional strategies, and supporting students with special needs.

TLC funds will support 6 Model Classroom Teachers to have others observe them as they demonstrate best teaching practices related to content, assessment, and instruction.

Our TL program will fund 2 special education positions to work outside of classroom time. The Special Education Lead will support families, teachers, and students with the IEP process by providing training for families and staff regarding 504 plans and IEPs. The Special Education Lead will help the Special Education Coach and special education teachers with the compliance process, facilitate conversations with general education teachers, and create meeting protocols district wide. S/he will also review edit, and finalize all IEPs after the Prior Written Notice is completed and the meeting has been held. The Special Education Lead will also assist with locating and establishing connections with community resources available to build quality transition plans.

Our Special Education Coach will meet with case managers monthly to offer support, assist with progress monitoring compliance, and to share ideas for instructional strategies to assist struggling learners. S/he will help draft IEPs as well as troubleshoot the day-to-day problems K-

12 case managers encounter. The Special Education Coach will help to build an inclusion model and to assist general education and special education teachers to work collaboratively in co-teaching situations.

TLC funds will support 6 Organizational Health Team members to work outside of classroom time as partners with our administration in collaborative efforts that will build a positive and solution oriented culture throughout our district. During monthly meetings, Organizational Health Team members will bring both staff concerns and potential solutions to the administrative team in order to improve the overall health of the organization. This communication and solution driven team will respond to survey data that addresses: organizational health (direction, execution, and connection); my job (my work, my manager, my pay and benefits); and engagement.

Cooperating Teachers will receive TLC support to have Student Teachers for either 9 weeks or 18 weeks. Every year, these 4 teacher leaders will help Student Teachers learn to apply the methods and skills they have learned at college in an actual K-12 classroom setting.



The 4 teachers who spend extra time aligning content, instruction, and assessments with the Iowa Core Curriculum will use TLC funds to work outside of class time as our Iowa Core Lead Teachers. These TLs will examine curriculum in specific grades to determine if they are meeting the Iowa Core standards. They will also determine what kind of training must be provided to address the areas of weakness noted.

## Northeast

Goal: Attract able and promising new teachers by offering competitive starting salaries and an effective mentoring and induction program.

We have allotted \$8,000 to raising the minimum salary to \$33,500. There are four teachers currently below this level, and it will cost \$2000/teacher to raise their salary. This increase will be another incentive for new teachers to join our district. We have also allotted \$8737.50 to provide for compensation and additional contract days for five Mentor Teachers to develop and implement an effective mentoring and induction program.

Goal: Retain effective teachers and reward professional growth by providing pathways for career opportunities that come with increased leadership responsibilities and increased compensation.

\$53,007.50 covers compensation and additional contract days for 15 teacher leadership roles in the district as described in the chart below. The salary supplements cover the additional leadership responsibilities leaders will be undertaking. The additional contract days are included to train teachers for their new leadership roles and to allow for additional time for the teacher leaders to complete their job responsibilities.

Goal: Ensure that all students leave high school prepared for postsecondary success in college or a career through improved literacy instruction and increased student learning.

We believe that effective literacy instruction is essential to ensure that our high school students are college and career ready. In order to allow the Literacy Coaches the time necessary to fulfill their job responsibilities and provide optimum staff access to these leaders, the district will need to hire 2 full-time employees to fill positions vacated by teachers taking these positions.

We estimate a \$53,027.50 salary and benefits package for each full-time teacher.

Goal: Promote collaboration by developing and supporting opportunities for all teachers to learn from each other through effective professional development practices in the area of literacy instruction.

The remaining \$966.46 is reserved to cover costs associated with training teachers for the leadership roles. This could include covering transportation costs to attend off-site trainings, registration fees for role-specific training, such as a cognitive coaching class for Instructional Coaches, or paying for substitutes. We understand that the budgeted amount for professional development will not meet the needs of this program. It is our intent to utilize additional professional development funds including



Teacher Quality funds and additional district funding to provide appropriate and effective professional development.

Distributing compensation in this manner will allow us to develop leadership opportunities for exemplary educators that will improve instructional practices and increase student achievement. We believe that if we recruit, develop, and promote excellent teachers and support new teachers in our district by raising the minimum salary, providing supports and professional growth opportunities for new and veteran teachers, then professional satisfaction and student learning will increase.

The budget for the Teacher Leadership and Compensation Plan for the Northeast Community School District will need to allow for flexibility due to the large numbers of open enrolled students that we have in our district. For the 2013-2014 school year, our district generated a certified enrollment of 544.1 students, while in actuality we served 837.1 students. Thus, our initial budget will be based upon the funds generated from the certified enrollment number; however, our plans provide the flexibility we need to grow our program once additional funding becomes available. We plan to increase the compensation and number of additional contract days for teachers in leadership positions and add an additional leadership position as our budget allows.

## ROLES

We based the number of positions on the needs that we have in our district for our current teaching staff of 62 teachers. It is planned that we will have 25% of our staff in leadership positions. We intentionally planned for more Model Teachers than Mentor Teachers because we know that in a typical year we will have approximately 4-6 new teachers and nearly 60 veteran teachers. While we believe that our new teachers need a strong mentoring and induction program, we also know that our veteran teachers require many opportunities for observation, coaching, modeling and support. We also believe that given the potential of our Teacher Leadership and Compensation Plan, the retention of our teachers will increase, thus decreasing the need for additional Mentor Teachers.

We feel confident that the 15 leadership positions will provide us a strong unified team of teacher leaders to provide increased learning opportunities for staff. We will begin with five Mentor Teachers, eight Model Teachers, and two Literacy Coaches. As additional funding becomes available we will add an additional Literacy Coach to allow the three coaches to specialize in grades PreK-3, 4th-8th, and 9th-12th.

## Collins-Maxwell

Our district believes strongly in the vision of the statewide TLC system. We know our system is made better by the quality of educators within it. Our vision is to use the foundational principles of the statewide TLC program to enhance teacher leadership in our district. Here are our goals:

A. Attract able/promising new teachers



- Provide enhanced support through Mentor Teachers who receive their own instructional support from PD Implementation

#### Coaches and the System Learning Specialists

##### B. Retain effective teachers

- Provide enhanced learning opportunities and support for veteran teachers from PD Implementation Coaches and the System

Learning Specialists allowing teachers to grow professionally. C. Promote collaboration among teachers

- Provide peer coaching and observation/feedback through the use of PD Implementation Coaches and the System Learning

#### Specialists

##### D. Reward professional growth and effective teaching

- Provide additional career opportunities for exceptional teachers who desire an instructional leadership role such as Mentor

Teacher, PD Implementation Coach or System Learning Specialist

##### E. Improve student achievement

- Through the use of best practices in all classrooms by teachers who have learning opportunities and on-going support for implementations students receive high quality instruction and learn better.

Research suggests a strong correlation between student achievement and quality instruction.

Our TLC system aligns the work of teachers to the growth of students.

#### Budget Alignment to District Goals for TLC System Roles -

The TLC grant will provide much-needed in-class support to teachers as they learn to implement best practices. We believe the roles identified below show a strong alignment to our district goals and our guiding principle of high-quality instructional leadership by all.

1. System Learning Specialists (SLS) will be released from their classrooms full-time in order to support teachers' new learning. In addition to providing support to classroom teachers, the SLSs provides support to the PD Implementation Coaches and to the Mentor Teachers. They will design and deliver professional learning opportunities to support the growth of their colleagues' instructional leadership practices.

2. PD Implementation Coaches will provide support for classroom teachers during collaboration times through the use of classroom modeling of best practices, observation and feedback on classroom instruction. They will guide and lead collaborative learning team sessions.



3. Mentor Teachers will provide additional support directly for new teachers as they work to build their knowledge base with not only new teachers' understanding and implementation of state, district and school policy, but to improve these new teachers' instruction through the use of best practices. They will work to support new teachers in becoming instructional leaders in their profession and their district.

#### Budget Alignment to State Must-Haves and Assurances -

##### A. Minimum Salary -

We are allocating \$9,523 to raise the minimum salary of teachers to \$33,500. There are currently 11 teachers earning below

\$33,500. All of these are first and second year teachers new to the profession. We look forward to raising the base salary on our own, so that more TLC funds can be used for professional development and to support other TLC positions.

##### B. Salary Supplements -

We are allocating \$10,000 for ten stipends to be paid to teacher leaders that will facilitate collaborative learning teams during professional develop time. We are also allocating \$4,000 for four stipends to support the ongoing work of our mentoring and induction program.

##### C. Release Time -

We are allocating \$120,000 for two full-time teachers to provide ongoing coaching for the entire faculty. The system learning specialists will be full-time released from classroom duties to:

1. support PD Implementation coaches and new teacher mentors,
2. observe, provide feedback and model for classroom teachers
3. meet with administration
4. plan professional development based on teacher and student performance data

##### D. Professional Development -

Finally, we are allocating an additional \$7,490 to provide for professional development costs such as trainings, books and materials, and possible travel costs for teacher leaders to attend new learning sessions.

##### E. Others Costs -

Our board is committed to the success of the TLC system, so the board will review additional needs during its budgeting process beginning in January should we receive the grant. The administration is



prepared to use current professional development funds to support our teacher leaders before the TLC funds become available to the district.

#### Budget for Each TLC Role -

##### Systems Learning Specialist (SLS)

- Contract for each position - Regular teacher contract out of the classroom
- Additional Contract Days - 10 at per diem rate
- Estimated Compensation - \$60,000
- Number of positions - 2
- Total cost for this role - \$120,000

##### Professional Development (PD) Implementation Coach

- Contract for each position - Regular teacher contract in the classroom
- Additional Contract Days - 2
- Estimated Compensation - \$1,000 stipend
- Number of positions - 10
- Total cost for this role - \$10,000

##### Mentor Teacher

- Contract for each position - Regular teacher contract in the classroom
- Additional Contract Days - 2
- Estimated Compensation - \$1,000 stipend
- Number of positions - 4
- Total cost for this role - \$4,000

#### Vision into Action -

Our district's fully implemented TLC system will have 16 teachers out of 49 district teachers participating in a defined teacher leader role. This will mean 33% of our staff will be engaged in ongoing, high quality teacher leadership. While we are excited that our plan allows for more teachers to reach the state guidelines than necessary, we remain committed to the principle that every teacher in our district is a



leader. We will continue to provide resources and a committed effort to putting this philosophy into practice.

Maquoketa Valley Student learning is at the heart of school improvement and professional development efforts. Our goal is to increase student achievement through:

- 1) Increase teacher collaboration through the work of professional learning communities and Authentic Intellectual Work
- 2) Increase effective teaching strategies through professional development focused on characteristics of effective instruction, formative assessment, content area reading, literacy strategies and mathematical practices
- 3) Implementation of Iowa Core standards focused on ‘unpacking’ standards and developing unit plans to align intended, enacted and assessed curriculum
- 4) Addressing individual student needs through the development and implementation of a Response to Intervention system. Our local data, in combination with our district goals, determined the leadership positions that are outlined in our proposal. These positions require the following budget allowances:

Intervention Strategist (.5 FTE K-4 and .5 FTE 5-12 positions) - \$64,048

- Facilitate development of individualized student plan, develop necessary materials, assist teacher in plan implementation, monitor ongoing student progress, provide intensive interventions as needed, and evaluate plan effectiveness
- Assist in professional development design and delivery with an emphasis in research-based strategies to increase student learning
- \$5,000 per position in increased compensation which includes extended contract of 5 additional days
- \$27,024 per position to hire a replacement in the classroom for the teacher leader (includes salary, insurance, FICA and IPERS)

Instructional Coach (.5 FTE K-6 and .5 FTE 7-12 positions) - \$64,048

- Support implementation of best/effective practice through observation, modeling, co-planning, team-teaching, and providing ongoing support
- Assist in professional development design and delivery with an emphasis on student data analysis, identification of areas for improvement within core instruction, investigation of research-based strategies to increase student learning and teacher effectiveness
- \$5,000 per position in increased compensation which includes extended contract of 5 additional days
- \$27,024 per position to hire a replacement in the classroom for the teacher leader (includes salary, insurance, FICA and IPERS)



Technology Coach (.5 FTE K-12) - \$32,024

- Support implementation of best/effective practice in the use of technology through observation, modeling, co-planning, team- teaching, and providing ongoing support
- Assist in professional development design and delivery with an emphasis on strategies and applications related to technology to increase student learning and teacher effectiveness
- \$5,000 per position in increased compensation which includes extended contract of 5 additional days
- \$27,024 per position to hire a replacement in the classroom for the teacher leader (includes salary, insurance, FICA and IPERS)

Authentic Intellectual Work Coach (5 positions grades 7-12) - \$5,120

- Serve as an “anchor” member facilitating 1 of 5 PLC teams
- Assist in professional development related to implementation of AIW standards
- \$875 per position in increased compensation for one extended contract day per week

Mentor Teacher (K-12) - estimated 2 mentor teachers at \$2,332 per year

- Provide individualized mentoring to initial teachers for two years by supporting quality teaching, improving content and pedagogical knowledge of initial teacher
- Assist in professional development by providing support to initial teachers in district implementation of district initiatives
- \$1000 per year for two years in increased compensation for two additional contract days and one extended contract day per week



## Year 3 TLC Exemplars Less than 1000

This document includes randomly selected narratives from several school districts with fewer than 1,000 students that scored 9 or 10 on the listed part of the application. While the Commission on Educator Leadership and Compensation gave each of the parts below a high score, these examples should not be considered the full range of acceptable approaches to each part of the application; school districts could design an approach for each part of their application different from those described below. This document is simply a resource as school districts develop a Teacher Leadership and Compensation plan that is tailored to their local context and aligned with the statewide vision of Iowa's TLC System.

### Table of Contents

Part 1 .....	291
AGWSR .....	291
Boyden-Hull .....	292
Colfax-Mingo .....	294
Postville .....	296
 Part 2 .....	 298
Ruthven-Ayrshire and Graettinger-Terril .....	298
North Iowa .....	300
North Butler .....	301
Osage .....	303
 Part 3 .....	 306
North Butler .....	306
South O'Brien .....	308
 Part 4 .....	 311
Lamoni .....	311
Morning Sun .....	313
Moulton-Udell .....	315
Nashua-Plainfield .....	317



Part 5 .....	320
Central Lee .....	320
Woodward-Granger .....	323
 Part 6 .....	 328
Calamus-Wheatland.....	328
Logan-Magnolia .....	330
Riverside and Tri-Center.....	333
 Part 7 .....	 338
Clarksville.....	338
 Part 8 .....	 340
Eddyville-Blakesburg-Fremont .....	340
Mount Ayr .....	342
North Winnesheik .....	344
Westwood .....	347
 Part 9 .....	 350
Cheerokee .....	350
North Tama County.....	352
Southeast Webster Grand.....	353
 Part 10 .....	 356
Alta and Aurelia .....	356
Lynnville-Sully .....	359



## Part 1

### AGWSR

AGWSR Community School District involved a variety of stakeholders in the planning process. The superintendent, Marty Jimmerson and two building principals, Teresa Keninger and Sheryl Arends facilitated the meetings. The district sought volunteers from each building to serve on the initial teacher leadership planning committee which included Mark Culver (technology coordinator), Tracy Hames (5th grade teacher) , Deb Oldenburger (middle school language arts), and Lowell Young (high school science). Steve Bartling (school board member) and Michelle Dalton and Nathan Vogel (two parents) also served on the committee. Throughout the spring and summer of 2015, the TLC grant writing team composed of teachers and administrators met eight times and also attended two grant writing meetings with AEA 267 to prepare for the task.

AGWSR utilized the TLC planning funds received in November 2013, to enhance planning capabilities. Planning grant funds provided substitute costs for three members of the TLC committee to attend the TLC workshop in the spring of 2015. Teachers were compensated for after school hours spent drafting the district's TLC application. The remaining planning grant funds will be used by the TLC committee, to finalize teacher leadership job descriptions, selection procedures, and methods for evaluating the implementation of the plan. The planning grant funds allowed meeting time for the TLC committee to discuss the leadership roles within our district.

Each stakeholder group was able to interact with each other, ask questions and collaborate on a consensus for the plan. Parents expressed concerns over the accountability for each position and the evaluation process, resulting in further investigation by the TLC committee. Additional time was spent on studies, which included reviewing research and documents from other teacher leadership structures used across the state; studying teacher survey data from each building; building level meetings of principal, parent and teacher from steering committee; and reporting by each committee member to stakeholders they represent.

Multiple surveys were designed and implemented to gauge staff consensus and parental support of the proposed leadership roles at the AGWSR School District.

**Administrator Support & Commitment:** One hundred percent of the administrators were in support of the Teacher Leadership and Compensation Plan. Each building principal and the superintendent were involved in the development process. They were receptive to input from other stakeholders and were fully engaged in the planning committee meetings and building level meetings with teachers and parents.

**Teacher Commitment:** Administrators asked for volunteers from each building level to serve on the planning committee. They participated in surveys and provided input into the leadership



positions and the final draft of the plan. Forty eight percent of the teachers indicated an interest in applying for leadership positions. One hundred percent of the teachers involved in the planning committee believe it will have a positive impact on the district. One hundred percent of the teachers surveyed were in favor of this grant as well.

**Parent Commitment:** The parents of the district were asked to participate in an online survey indicating their support for the TLC implementation. Two parents were also part of the TLC planning committee and provided valuable input and support. Ninety percent of the parents who completed the survey were in favor of the application of this grant while ten percent had no opinion.

**School Board:** The School Board was also represented on the planning committee and the board was updated monthly as to the progress of the plan. The Board endorsed the plan after it was recommended by TLC committee.

## Boyden-Hull

### Creating the Plan

In April 2015, a team from Boyden-Hull (BH) attended an AEA training to explore the Iowa TLC System and application process. The team included 2 elementary instructors and 2 secondary instructors, 2 of whom were members of the NEA. Both principals and the superintendent also served on the team. The selected team was a diverse blend of professionals with a collective longevity of 90 years at BH and a vested interest in the success of BH and the implementation of TLC. After research and discussion, the team determined that TLC would benefit BH, and we proceeded to plan.

Apr. to Sept., the team met to develop the plan, and make contact with stakeholders. Together, the group accumulated 45 hours of group work and over 45 hours of independent research.

The team:

- gathered program information
- evaluated other districts' systems
- identified stakeholders
- developed informational material
- developed surveys to collect data
- reviewed timeline and analyzed data
- used stakeholder input to determine needs
- developed descriptions for prioritized positions

Planning Grant Funds	
Team member stipends	\$3,900
Meeting costs	\$791



Travel expenses	\$317
Substitute teachers:	\$1825
Editors' fees:	\$500
<b>Total</b>	<b>\$7,333</b>

### **Educating Stakeholders and Gathering Input**

Without the support of all BH stakeholders, TLC cannot meet its full potential. We made every effort to inform stakeholders and solicit input which was measured through face-to-face discussions, formal meetings, and online surveys.

### **Administrator Commitment**

The BH administration serve on the TLC team, recognizing that teachers at BH are committed to the best possible instruction. The district's vision is to provide resources and support to maintain an excellent staff that is highly motivated and committed to quality education, and TLC will contribute significantly to this effort. All administrators support the system.

### **Teacher Commitment**

We gathered teacher support by distributing information regarding TLC to teaching staff in both buildings. A brochure sent to all teachers and associates provided an overview of the system's benefits, gave supporting links, and encouraged input. In July, all teachers and associates received an online survey soliciting input. After reiterating the purpose of TLC, teachers were first asked if they would support implementation of the system and then what positions would help improve instruction. Our intent was to use this information to begin shaping the direction of our TLC plan. The majority responded, with 100% of respondents in favor of implementing the TLC system at BH. Priority positions identified through the survey included:

1. Technology Integrationist
2. Writing Integrationist
3. Educational Coach

During the Aug. inservice, the TLC team shared more information about the system with teachers and led discussions to both identify the specific needs at BH and develop definitions of positions. Through discussion and analysis within mixed grade-level groups, the following roles were determined to be priorities:

1. Technology Integrationist
2. Instructional Coach

### **Parent Commitment**

Our district's vision for parents is to encourage involvement to enhance learning, high moral standards, and quality lifestyle. In July, 100% of all parents with registered students received a brochure via email outlining TLC's purpose, explaining the application process, and encouraging dialogue with the TLC team members. Translated and print versions were available for ELL



families and those without internet services. Later in July, all parents received a survey focusing on parents' understanding of the specific needs of improving instruction at BH. Among the responses, priority positions identified by parents included the following:

1. Educational Coach
2. Technology Integrationist
3. Mentor Teacher

### **Additional Stakeholders**

The Teacher Quality Team (TQT), comprised of administrators and elementary and secondary representatives, also reviewed the system and application process. One hundred percent of the TQT were in favor of pursuing the grant and implementing the system at BH. The BH School Board received preliminary information about the program, the process, and the interest level of teachers. Board members also received a draft of the grant and were offered the opportunity to ask questions and provide input. Board members indicated 100% support. Information was provided to the School Improvement Advisory Committee (SIAC). The majority of members indicated support for the TLC system.

All evidence gathered from the stakeholders at BH indicated strong support for the TLC system and provided valuable data for developing the plan to best benefit our school. Based on the evidence procured in discussions, surveys, and meetings, the team determined that the TLC system would be a positive system for implementation at BH, both supporting our vision for our district and offering opportunities for growth in instruction.

Based on the feedback gathered from stakeholders, we determined the following positions would be developed:

- Technology integrationists
- Literacy coaches with an emphasis on writing
- Mentor teachers
- PLC coaches

### **Colfax-Mingo**

#### **a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.**

Colfax-Mingo had a team that included six (6) teachers, three (3) administrators, and one (1) AEA support staff working collaboratively on the grant. We had four (4) members of the Teacher Leadership and Compensation Team attend planning workshops at the AEA. These sessions were very helpful to the planning process and helped the team better understand the intent of the TLC legislation. TLC teams learned what other states and districts inside Iowa were using as models for implementation.

The TLC team has worked collectively on the TLC grant regularly since 2013 to the present. The team met one time per month throughout the school year. The Colfax-Mingo School District was provided \$7,714.01. The funds allocated were used to provide substitute teachers for the team members to have time to meet during the school day. This allowed the group to regularly



come together and focus on creating a plan that would fit the needs of Colfax-Mingo educators and students. The team also met several times after school hours so members could distribute information to the rest of the team members that they learned from additional training sessions.

**b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.**

The TLC team includes six (6) teachers, three (3) administrators, and one (1) AEA support person. The team worked together to create a plan that would best fit the needs of the Colfax-Mingo School District. After discussing needs of the district, the team defined leadership roles and responsibilities.

**Parents:**

The plan was presented to the School Improvement Advisory Committee, which includes at minimum four (4) parents and four (4) community members. It was also presented to the school board. The two (2) groups asked questions and provided feedback for the plan. They were very supportive of the plan.

Parent and community surveys were given to gain feedback and inform stakeholders of the grant's purpose and direction. These were implemented several times during the 2014-15 school year. Results of these surveys were reviewed by the TLC team and use as formative assessment for continuation of the writing process. Parents who responded to the survey were overwhelmingly in favor of continuing the grant writing process.

**Teachers & Administrators:**

As a result of the feedback given from the the teachers and administrators, eighty-six percent (86%) of the teachers and one-hundred percent (100%) of the Administrative Team were in support of continuing the grant writing process. Through several surveys and presentations feedback was given by teachers and administrators. One change to our initial plan that came back often was to have less teachers out of the classroom during teaching time, resulting in only two (2) full time instructional coaches.

**c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).**

Teachers and administration have provided commitment through the collaborative planning process. The school board and School Improvement Advisory Committee were informed and supportive of the plan. Feedback from the parent surveys were overwhelmingly supportive of the idea and approach included in the current grant proposal. The TLC team provided the K-12 faculty with periodic updates on the progress of the grant writing information. Changes to the grant proposal were incorporated based on staff input and suggestions. C-M has collaborated with several other school districts about the elements included in our TLC plan such as Professional Learning Communities, MTSS, and At-Risk programs. Through survey feedback C-M restructured the MTSS/At-Risk programs to include more support and therefore three At-Risk



personnel per building were added to the program. As a result of teacher input C-M had already begun to educate staff members in the true PLC process.

## Postville

### **Part I: Use of Planning Grant**

Postville Community School District formed a committee consisting of administrators, teachers, School Board members, parents, and community stakeholders after receiving funding for planning the Teacher Leadership and Compensation (TLC) Grant in Spring 2014. This committee met to collaboratively research, plan, discuss, and complete the TLC Grant Application over the course of 2015-2016.

TLC Grant planning funds were used to plan and construct a TLC structure around the unique needs of Postville Community School District. Funds were used for registration to workshops attended by administrators and teachers at Keystone AEA, substitute pay for teachers attending meetings during the school day, compensation for TLC committee meetings attended outside of contractual hours, and research materials (*Taking the Lead*, Killion & Harrison).

Initially, four administrators and two teachers attended the *Teacher Leadership and Compensation Grant Planning Workshop Part One* with Deb Hanson in April 2015. Following this planning workshop, an informational meeting was held in both the Elementary and Jr/Sr High buildings for all teachers and staff. Additional volunteers were solicited which added three teachers and one instructional coach to the committee. Several committee members attended *TLC Grant Planning Workshop Part Two* with Deb Hanson in May 2015. After the planning workshops, the committee developed a framework for the implementation of the TLC System in our school district which was shared with the staff. A survey was sent out to all staff members seeking support for or against the TLC process, which resulted in an overwhelming majority (96%) expressing support of the TLC process.

Following the initial informational and planning meetings, TLC committee members presented information to the School Board and SIAC. Presentations were followed with open discussion with the School Board and SIAC on two separate occasions. Both resulted in 100% support from the groups in pursuing the TLC Grant for our district. Concerns expressed by the school board and SIAC included removing quality teachers from the classroom and how teachers moving into leadership roles would be evaluated. These legitimate concerns were addressed by the Curriculum Director to reassure stakeholders that removing quality teachers from the classroom would allow them to have a greater impact on all staff members they interact with. It was also determined that each leadership role would be reviewed annually by the TLC Selection and Review Team.

An article explaining the purpose of the TLC Grant was published in the local newspaper for the community prior to the end of the 2014-2015 school year. Additionally, a *TLC Frequently Asked Questions* document was created and is currently available on the district website addressing questions and concerns about the TLC process. Through both of these communication pieces



we provided stakeholders with information about the TLC process, gave opportunities to voice their concerns and provide feedback through contact with the Curriculum Director.

A survey was made available for parents in the English, Spanish, or Somali language to complete at Meet the Teacher night in September 2015 in which 90% of parents expressed support for PCSD pursuing the TLC process which would include providing Instructional Coaches for teachers. The results of the survey in all three languages indicated that having highly effective teachers in the classroom was believed by parents to be the most effective way to grow and improve student learning.

Throughout the TLC Planning Process, the committee has met formally in its entirety or partially 15 times. In addition to this, many hours were spent individually outside of formal meeting times researching and/or preparing for the next scheduled meeting. TLC Planning Committee meetings were consistently well attended and topics of discussion focused on the following:

- Examine Department of Education and TLC Guidelines
- Attendance at TLC Grant Planning Workshops provided by Keystone AEA
- Research of Y1, Y2, and Y3 approved grants
- Formation of ideal TLC structure for Postville Community Schools
- Formation of TLC Vision and Goals for Postville Community Schools
- Development of roles and responsibilities of teacher leaders
- Development of district survey to gather input from stakeholders
- Analyze stakeholder survey results and respond to feedback
- Discussion of roles and responsibilities of Instructional Coaches and Technology Integrationist
- Review of TLC Grant narrative sections
- Establish requirements for application of each position

The TLC committee and the Postville Community School District stakeholders are fully committed to creating and sustaining a strong TLC system which will allow the district to grow and continue to meet our needs in the future.



## Part 2

### Ruthven-Ayrshire and Graettinger-Terril

The vision of the GT/RA Teacher Leadership and Compensation plan aligns both with the district's and the TLC Commission's vision. Implementing the TLC plan will provide for a culture where learning is pursued, supported, expected and celebrated by all TLC Goals:

- To make it more attractive and rewarding to become and remain a teacher in the Graettinger-Terril or Ruthven-Ayrshire Community Schools
- To promote teacher growth through continuous improvement for student learning
- Through teacher collaboration, support, and high quality professional development, teachers will improve their teaching and learning practices
- This plan supports GT/RA student achievement goals and is aligned with the state's intentions of increased student learning.

Despite efforts to implement the Iowa Core through PLCs, 100% of students are not proficient in Reading, Math and Science as identified by IA Assessments. The shifts in teaching and learning proposed in this plan will provide for ongoing instructional teacher support, accountability and infrastructure that will increase student achievement from the current 2014-15 proficiency rates. (Reading 78% , Math 80%, Science 83% )

#### **The long term measures for evaluating each goal:**

1. Attract promising new teachers by offering competitive starting salaries and providing professional development and leadership opportunities.
  - A. The number of applicants for open positions will increase
  - B. A consistent schedule of professional development opportunities for teachers to seek ways to improve their instructional practices leadership capacity
2. Retain effective teachers by providing enhanced career opportunities
  - A. The number of teachers new to the profession who receive an initial license
  - B. The number of teachers new to the profession who remain in education either at GT/RA or another district
3. Promote collaboration by providing opportunities for teachers in the school districts to learn from each other
  - A. Scheduled time for learning and collaboration
  - B. Teacher surveys/interviews that indicate collaboration is productive and useful
4. Reward professional growth and effective teaching in pathways for career opportunities with increased leadership responsibilities and compensation
  - A. The number of applicants for teacher leadership roles
  - B. Increase the number of teachers involved in leadership in the district
5. Improve student achievement by strengthening instruction
  - A. Teachers increase the score they receive on the TAP Teaching Skills, Knowledge and Responsibilities Performance Standards rubric
  - B. Increased proficiency rates on Iowa Assessments



**Master Teachers:** Master teachers must have expert curricular knowledge, outstanding instructional skills and the ability to work effectively with other adults. Master teachers will have no classroom and spend their time supporting and assisting teachers within the building to improve content knowledge and pedagogy. This could include, team-teaching, modeling, coaching, providing feedback and conducting observations and post-conferences. Master teachers will provide professional development that is job-embedded, collaborative and student centered. Weekly professional development for one or more hours will be based on student data and increased instructional ability. All teachers are provided support to put new learning into practice and provide opportunities for accountability. As suggested in the Professional Development Model, Master teachers will offer support through theory, modeling, co-planning/teaching, reflection, observation, feedback and data analysis. Master teachers will support teachers through individual coaching and classroom support.

**Mentor Teachers:** Mentor teachers must have the same knowledge and skills as master teachers. They will be partially released from classroom duties and will spend time supporting teachers within their cluster group. This will include team teaching, co-planning, coaching, providing feedback, observations and post-conferences. Mentor teachers will be leaders for cluster groups, providing a communication route from career teachers to the principal and Master teacher.

**Weekly Team Planning:** The principal, Master teacher and Mentor teachers collaborate on a weekly basis and are responsible for the following:

- Develop and monitor progress toward student achievement goals.
- Plan and monitor effective cluster trainings for increased teacher proficiency and student achievement.
- Plan and implement an evaluation and post-conference schedule
- Strengthen each team member's skill with evaluating and conferencing
- Use the data to monitor and address inter-rater reliability.
- Monitor Individual Growth Plans, support movement toward meeting both student achievement and teacher improvement goals.

**Technology Integrationist:** will have the same knowledge as the above positions and the knowledge of the role and integration of technology in the classrooms. Their partial release from the classroom will allow supporting teachers within their buildings. This will include team teaching, modeling, co-planning, coaching and providing feedback. Technology Integrationist working with the district technology director will serve as technology leaders for their cluster groups, providing a communication route from career teachers to the Mentor teachers, Master teacher, and to the principal.

The Building Leadership Team is selected through an application process. The BLT will focus on building professional development that is necessary but may not be a focus of the cluster group trainings (e.g. PLC, PBIS).



## North Iowa

As a small, rural school, NICSD has the mission statement “Linking students to success,” but with the Iowa Core Curriculum and evolving technology, “success” is a changing target. To link students with success, we need to continually grow as educators, working together and sharing responsibility for student achievement. With 1-3 teachers per secondary department and 1-2 sections of students per grade, we have limited natural collaborative opportunities and a need to be increasingly creative in utilizing highly qualified teachers. Our TLC system will create a community of teacher-learners fostering instruction that ensures high levels of student learning. Through meaningful teacher leadership roles, collaboration, and professional growth, the system will provide a structured network of teacher support, a goal we have already begun pursuing with training in Authentic Intellectual Work (AIW). The coordinated efforts of the teacher-leaders provided for in the TLC grant would further help us implement this elaborate, learning-focused program.

### Current NICSD Academic Goals

Increase the number of proficient/advanced students in the following areas.

% proficient or advanced on Iowa Assessment (2014-2015)

	Math	Reading Comprehension	Science
4 <sup>th</sup> grade	75.86	72.41	86.21
8 <sup>th</sup> grade	61.11	69.44	80.56
11 <sup>th</sup> grade	80.00	76.67	80.00

While improved proficiency rates on Iowa Assessments are a measureable and desirable marker of student achievement, we also recognize that we may be able to establish the effectiveness of the program if we see increased growth on MAP testing, a decrease in course failures, and/or anecdotal evidence of increased student engagement and learning. These measures may be especially important if discussed state testing changes are enacted.

**North Iowa TLC Vision:** Our foremost vision for the TLC plan is to improve student achievement and lessen the achievement gap by strengthening instruction. Purposeful and extensive collaboration opportunities will increase professional growth for staff members. By providing multiple levels of leadership and rewarding professional growth through compensation, our district will retain effective teachers, directly impacting classroom achievement.

**North Iowa TLC Goals** (aligned with State TLC System and district goals):

#### A) **Promote purposeful and extensive collaboration opportunities.**

With pre-k -12 all at one site and designated PLC time on Wednesday afternoons, our district has already made the commitment to collaboration. Roughly two-thirds of the staff has been trained directly through PLC conferences emphasizing the principles of professional collaboration and group solutions. During Wednesday PLC time, now in its fourth year, teachers work collaboratively to identify the areas of need, pinpoint instructional changes, implement changes, and measure results. With the TLC’s systemic structure in place, empowered teacher-



leaders would be ready and willing to enact solutions and help teachers address the concerns or challenges discussed in PLCs.

**B) Attract new and promising teachers.**

The NICSD already has one of the highest starting salaries in the Top of Iowa Conference, and the grant will help us to attract highly qualified teachers by maintaining our starting salary and offering short and long-term professional growth opportunities. New teachers will be provided with continual, sustained coaching and support as they work to improve instruction. By creating an ongoing collaborative experience, the grant can help build camaraderie and a better overall experience for everyone involved.

**C) Provide multiple levels of compensated leadership opportunities to retain effective teachers.**

As a small, rural school, NICSD has a challenge in finding and retaining quality, effective teachers. Enhanced career opportunities will provide incentives for effective teachers to stay within district. As they step into teacher-leader roles, instructors can experience greater job satisfaction supporting colleagues in our rural setting.

**D) Reward professional growth.**

Teaching is challenging work – and taking time for professional growth can be difficult. The TLC grant would allow us to systematically encourage and reward continued growth for strong teachers while supporting it in all teachers, especially those new to the profession.

**E) Improve student achievement by strengthening instruction.**

Most importantly, the grant will improve student achievement by strengthening instruction throughout the district. As teachers discuss assignments, share examples of strong teaching, and discuss student growth, we are able to share the best practices for helping all students learn. Through strengthened instruction, students will be better engaged in classroom learning at each grade level.

## **North Butler**

The ultimate vision for the NB TLC plan is to achieve our mission statement of *creating a positive learning environment that promotes high achievement, responsible citizenship, and success for all*. The NB School District long range goals are strongly tied to this vision and mission:

- All K-12 students will achieve at high levels in reading comprehension and be prepared for success beyond high school.
- All K-12 students will achieve at high levels in mathematics and be prepared for success beyond high school.
- All K-12 students will achieve at high levels in science and be prepared for success beyond high school.
- All K-12 students will use technology in developing proficiency in reading, mathematics, and science.



North Butler's overarching TLC vision is:

*NB will create a plan to transform the structure of our teaching and learning by providing opportunities for teachers to grow professionally and impact others by serving in teacher leadership positions. Teacher leaders will be chosen through a clear selection process, which will allow multiple qualified teachers to collaborate and share their expertise and to be compensated accordingly. Providing additional teacher leadership roles will allow the district to recruit and retain the most effective teachers and thus increase student learning.*

From our own district mission, vision, guiding principles, and long range goals the TLC planning committee then developed district goals for our TLC plan. Our district TLC goals mirror the goals set forth by the Iowa Department of Ed for the statewide TLC system.

Goal 1: Improve teaching and learning for teachers and students.

Adoption of the Iowa Core has transformed the work in which teachers in Iowa are engaged. At all levels of our district, from preschool through twelfth grade, our teachers are studying the Iowa Core standards and the Iowa Early Learning Standards. We have thirteen PLCs in different stages of alignment with the Iowa Core. An instructional coach at each level (elementary and secondary), along with PD and PLC team leaders, will allow for the needed differentiation and individualized support among the teams and professional development to implement the Iowa Core, including the 21st Century Skills and the Universal Constructs. TLC funding will allow our work with the Iowa Core to continue at deeper and more efficient levels guided by teacher leaders appointed through a rigorous selection process. Students will benefit from the work of the teacher teams in terms of more rigorous, relevant, and engaging learning activities aligned with the Iowa Core.

Goal 2: Improve achievement of all learners.

NB has experienced changes in our student population over the last five years. For example, the chart below depicts the change in some of our demographic groups from 2009 to present.

2009-2010	Minority	White	Low SES
Allison-Bristow	2.78%	97.22%	29.17%
Greene	3.16%	96.84%	24.21%

2014-2015	Minority	White	Low SES
North Butler	5.30%	94.70%	37.42%

These demographic changes have presented our district with challenges in ensuring we provide equitable learning opportunities for all. One expectation for the teacher leadership positions provided by the TLC grant will be to design professional learning opportunities and coaching in



evidenced-based instructional strategies. We have a discrepancy in student achievement between many of our subgroups and our all students category. For example, 4th grade reading data for 2014-2015 shows 74% proficient in the 'all students', but proficiency of only 68% for students who are low SES and only 25% for students with IEPs. In addition, in grades 2-4 33% of the minority population score in the not proficient category. This data clearly shows a need to focus on enhancing learner supports for many of our students in addition to fully implementing the Iowa Core. As we continue these improvement initiatives, the TLC grant and the teacher leadership roles granted will greatly expedite and enhance the implementation process.

#### Goal 3: Enhance our climate of collaboration.

In our second year of full implementation of PLCs, a culture of collaboration has been established. The time for collaboration is limited to teachers in the same grade-level or department. For true growth and improvement to occur in our district, collaboration among teachers must expand to different grade levels and other subjects. Currently we do not have the leadership capability to fully engage all PLC teams in professional learning across grade levels and disciplines. Teachers are one of our greatest resources, into which we are often unable to tap because of time and funding constraints. The TLC grant will allow us to provide opportunities for more teachers to take a larger role in the change and improvement processes in our district. This teamwork will create a culture where all members share a collective responsibility for student learning.

#### Goal 4: Attract and retain quality, innovative teachers by providing a variety of professional development and leadership opportunities.

Incorporating all of the aspects of the TLC plan will assist us in attracting and retaining teachers. As a small, rural district, we desire, but are not always able, to attract and retain a large, diverse pool of applicants. By eliminating the flat career path and providing multiple, meaningful teacher leader roles, we may attract and retain more applicants. All teachers in the district will feel more supported and part of a culture of collaboration when all teachers, through mentoring, modeling, peer coaching, and the work of the PLCs, are held mutually accountable for student learning. No longer will one teacher in one room be solely responsible for student learning in that classroom. We desire a culture where ALL teachers play a role in supporting each other to improve the learning of ALL students.

### Osage

***"The vision of the Osage Community School District (OCSd) TLC, is to strengthen a culture that leads to increased student achievement, strengthen teacher effectiveness through collaboration, and expand professional growth opportunities to ensure a lasting legacy of outstanding education."***

Osage TLC Goals mirror the Iowa Department of Education's TLC goals; however, we prioritized them to meet our district needs.

1. Improve student achievement
2. Promote collaboration among teachers



3. Reward professional growth and effective teaching
4. Retain effective teachers
5. Attract able and promising new teachers

**Goal 1: Improve student achievement by strengthening instruction.**

OCSD is a high achieving district with strong grade level and subject area proficiency rates. Improvement is always key to ensuring that all students demonstrate a year of growth. This matches our 2015-16 district academic goals in Math, Reading, and Science-- that 70% of our students in grades 3-11 will show the typical growth for their grade when looking at the NSS on the Iowa Assessments.

2014-2015 Proficiency (NSS 1.2.2) and Growth Data (NSS 1.1.4) from Iowa Assessments via EdInsight

READING	Met Proficiency	Met Growth	MATH	Met Proficiency	Met Growth	SCIENCE	Met Proficiency	Met Growth
4th	79.17%	47.2%	4th	81.94%	50%	4th	88.89%	51.3%
8th	71.01%	55.1%	8th	76.81%	63.3%	8th	85.51%	60.9%
11th	78.08%	26.4%	11th	89.04%	68%	11th	83.56%	62.5%

Through the scaffolding of the proposed TLC system, we will strengthen instruction, increase teacher effectiveness, and improve student achievement. We will continue with our goals to increase the percentage of students who show at least one year's growth.

**Goal 2: Promote collaboration among teachers through additional support and new opportunities to learn together.**

OCSD is in our 3rd year of Professional Learning Communities (PLCs). Teachers meet weekly to analyze data, set objectives, and develop strategies to meet the needs of each learner. Through the proposed TLC system, we want to enhance our PLCs by utilizing additional data and assistance. The data analysis will encourage teacher leadership and collaboration within our district. The PLCs will create opportunities for teachers to learn, grow, and improve their practices.

**Goal 3: Reward professional growth and effective teaching with opportunities for increased leadership responsibilities and increased compensation.**

We support the importance of recognizing and rewarding the present teacher leadership at OCSD. The proposed TLC system will create new positions that support and compensate teacher leaders. It will also formally provide career opportunities through professional growth and leadership training. The TLC will provide OCSD with differentiated, multiple, and meaningful teacher leadership opportunities.

**Goal 4: Retain effective teachers through enhanced career opportunities.**

Osage Community School District (OCSD) has retained quality teachers for an average of 14.9 years per teacher. The TLC plan will assist us in retaining more of our effective teachers for longer periods of time. As a district, we want to attract and retain a large, varied pool of applicants. By replacing the flat career path with multiple, meaningful teacher leader roles, we



will attract more applicants. Our goal is to encourage highly effective teachers to remain in the district, to collaborate with colleagues, and to positively impact the quality of education in our district. A culture of collaboration will provide an atmosphere of teacher support with mutual accountability for student learning. This will ensure that OCSD will retain effective teachers who are seeking enhanced career opportunities.

**Goal 5: Attract able and promising new teachers by providing additional professional development, leadership opportunities and a competitive base salary.**

The OCSD base salary of \$35,035 exceeds the TLC minimum of \$33,500 for all full-time teachers. Through the proposed TLC system, a new teacher mentoring process will provide additional coaching, mentoring, and opportunities for observing quality instructional practices. TLC will provide additional opportunities for professional development beyond our new teacher inservices at the beginning of each school year. In addition, OCSD provides a collaborative culture that encourages new teachers to seek employment at our district.

OCSD's TLC plan will help meet the 5 state goals to attract new teachers, retain effective teachers, promote collaboration, reward professional growth and effective teaching, and most importantly to improve student achievement by strengthening instruction.



## Part 3

### North Butler

The mission of North Butler Schools is to create a positive learning environment that promotes high achievement, responsible citizenship, and success for **all**. We strategically chose the wording "...success for ALL" in order to include both students and staff. Research is clear that improving teacher practice will lead to improved student learning. The TLC plan will strengthen our initiatives of strengthening universal instruction by aligning with the Iowa Core, developing a multi-tiered system of supports for student learning and behavior when universal instruction is not sufficient, and integrating technology to increase student collaboration, critical thinking, creativity, and collaboration in all disciplines K-12. These initiatives will be strengthened by the teacher leader roles provided by the TLC grant through the framework of authentic, job-embedded professional learning through PLCs

Key School Improvement Initiative	How teacher leader roles will <u>connect to</u> , <u>support</u> , and <u>strengthen</u> the initiative
Strengthening universal instruction by alignment with the Iowa Core.	<p><b>Instructional Coaches</b> will provide guidance and one-on-one support in unit design, assessment planning, and best practice for instruction all aligned to the expectations of the Iowa Core. While structures are in place in the district toward greater alignment with the Iowa Core, the instructional coaches will support and strengthen those structures by training all teacher leaders in curriculum mapping. They will lead, support, and strengthen our K-6 standards based grading system aligned to the Iowa Core as we further expand implementation of that system to grades 7-12. Curriculum alignment data will be analyzed by instructional coaches, administration, and PLC team leaders to be used by PLC teams to strengthen unit planning and alignment.</p> <p><b>PD Leaders</b> will coordinate with instructional coaches to lead professional learning that will strengthen this initiative with instruction and support for teachers in ensuring fidelity of implementation of the Iowa Core standards in all subjects.</p> <p><b>PLC Team Leaders</b> will facilitate entry of curriculum information for curriculum mapping which will identify areas of gaps and overlap. PLC teams, led by their PLC leader, will be able to use the data from the mapping to guide their work in unit design.</p>
Developing a multi-tiered system of supports (MTSS)	<p><b>Instructional Coaches:</b> In anticipation of receiving the TLC grant, we have added a school improvement coordinator who</p>



<p>for student learning and behavior.</p>	<p>works in an instructional coaching and technology integrationist role. This position is evidence of our commitment to empowering teacher leaders and improving student achievement. Receipt of this grant will allow us to add additional instructional coaches at each level who will further support implementation of a district-wide multi-tiered system of supports such as developing and training teachers in research-based interventions and progress monitoring. In addition, instruction coaches will work closely as mentors with new teachers.</p> <p><b>PD Leaders</b> will provided an additional level of instruction of best intervention practices and support teachers in maintaining quality universal instruction. Teachers in these roles will ensure that grade level alignment to the Iowa Core continues. They will also enhance the staff’s ability to meet the needs of students with individualized interventions through additional classroom activities and small group instruction as needed.</p> <p><b>PLC Team Leaders</b> share responsibility for leading each PLC team as they analyze and use assessment results to strengthen the district’s multiple tiers of support by ensuring students receive the universal and tiered interventions they need.</p>
<p>Integrating technology to increase student collaboration, critical thinking, creativity, and collaboration.</p>	<p><b>Instructional Coaches</b> will be key to connecting our focus on 21st century skills to all other initiatives in our district. With only the school improvement coordinator and principal available for support, the addition of instructional coaches to our teacher leader team will allow us to strengthen the push to embed research-based technology practices into all classrooms in all discipline areas. Modeling, demonstrating, and training teachers in strategies focusing on student collaboration, critical thinking, creativity, and communication will be a primary function of the instructional coaches. With this focus by our instructional coaches in tandem with current support, we will further connect and strengthen our alignment with the Iowa Core.</p> <p><b>PD Leaders</b> will work under the direction of the instructional coaches and school improvement coordinator to continue to integrate technology in all disciplines. PD leaders will introduce, model, and provide support in the use of quality technology tools to enhance student collaboration, critical thinking, creativity, and communication. With our one-to-one</p>



	<p>laptop initiative in grades 5-12 and nearly one-to-one iPads in elementary grades, tools and applications available on those devices and online will further strengthen teachers' ability to engage students in activities that will prepare students for their futures.</p> <p><b>PLC Team Leaders</b> will support this initiative by engaging their PLC teammates in protocols, such as the fine tuning protocol, in order to allow teachers to peer review lessons or units to ensure strategies provided by instructional coaches are embedded in their instruction and assessment.</p>
--	---

### South O'Brien

The South O'Brien School District TLC plan supports all instructional initiatives of the district, fosters sustainability, and strengthens the school and community climate, culture and relationship building. District initiatives include a focus on the TK-3 early literacy program, integrating technology into the regular classroom, effective professional development based on data-driven decision-making, integrating the Iowa Core, and supporting and mentoring new teachers.

District Initiatives to support student learning	How South O'Brien's TLC plan supports district initiatives
Focus on K-3 early literacy program	<p>A full time instructional coach in TK-5 literacy will be hired through the TLC grant. The coach will focus on student learning in the area of reading, review assessment data and plan activities to improve teaching and learning. The majority of the coach's time will be spent at the TK-3 level, but he/she will also be available for grades 4-12. The literacy instructional coach will formulate an action plan to bring about improvement in instructional strategies, in-class supervision and post- class discussion of strengths weaknesses and strategies for improvement. The instructional coach in literacy will be responsible for and will oversee the implementation of the TK-3 early literacy program. The instructional coach will guide the rest of the staff in the Formative Assessment System for Teachers (F.A.S.T.), which will be used to measure proficient readers in grades TK-3 starting this year.</p>



Integrating technology into the regular classroom	A full time instructional coach will be hired through the TLC grant. The coach will focus on integrating technology throughout the TK-12 classrooms. They will assist other teachers TK-12 integrating technology into their lesson plans. They will help teachers individually and collectively how to use technology effectively. He/she will also help teachers make better use of technology with the use of Smart boards. South O'Brien teachers need to constantly keep up with their own technology skills so that they can be effective models for their students.
Developing effective professional development based on data- driven decision-making	One of the main responsibilities of the two AIW lead instructional coaches will be to deliver professional development to improve instructional strategies. The instructional coaches will help coordinate professional development with the lead teachers and with the area education agency, where appropriate. The AIW lead teachers will also demonstrate their skills in effective teaching. They will have a clear understanding of data-driven decision-making for instructional planning. The AIW lead teachers working as the data analyzers will play a critical role in developing data for all to use.
Integrating the Iowa Core	The instructional coaches will assist teachers as they align their instruction to the standards and benchmarks. "The standards not only define the topical, procedural, and conceptual knowledge students are to learn, they also define the type of cognitive processes in which students are to engage." (From the Iowa Department of Education website on Iowa Core Resources) Model teachers will demonstrate exemplary teaching practices integrating the Iowa Core.
Supporting and mentoring new teachers	The model teachers will demonstrate exemplary teaching practices, not only to the new teachers, but also to other colleagues. The mentor teachers will introduce probationary licensed staff members to programs at department and grade levels. They will meet



	<p>with probationary licensed staff members on a regular basis to provide instructional and collegial support. They will attend mentor teacher workshops with probationary licensed staff members during fall in-service days and throughout the year. The mentor teachers will spend time during the year with probationary licensed staff members and support them through instructional strategies and curriculum resources. The mentor teachers will take the mentee past the probationary phase in order to give extra support and work toward the goal of retaining effective teachers. The two teachers will collaborate in our mentoring program with elementary teachers working with secondary teachers and vice versa. They will work collaboratively with curriculum mapping and work with Marlin Jeffers of the AEA in the first two years of the mentoring program. South O'Brien Community School District will add a third year in-house mentoring program to help assure retention of teachers.</p>
--	--



## Part 4

### Lamoni

The goal of the Mentoring and Induction program is to retain teachers in the district and provide them the support they need to ensure their success. The mentoring program, “Journey to Excellence” has been in place since 2001 and has provided a level of support for new teachers.

#### Current Plan:

Within the current plan, the need for more qualified mentors has been demonstrated as some teachers have had multiple mentees. The district has been fortunate to utilize highly effective people but needs a more valid and reliable system for tracking and reporting mentor success. Data also show a need for more regular collaboration time throughout the year to provide support for beginning teachers, as well as a need for a more structured approach to how we successfully induct new teachers into the profession.

Mentors have been provided for 25 first and second year teachers. Of those receiving two years of mentoring, only ten teachers (40%) of the twenty-five remain on our staff. The goal is to double the retention rate of teachers to 80% after the two years of mentoring by providing leadership and mentoring that will encourage teachers to remain in the district. By retaining teachers, the district will capitalize on its investment of training and mentoring teachers new to the profession.

“...we must see ourselves as people developers, offering on-going equipping opportunities; innovative tools; resources for growth; and ideas for job success.”

- Tim Elmore

#### Improved Mentoring and Induction Program:

Under the improved system, a deliberate approach will be utilized to assign and select the mentor/model teachers in advance of the school year. An additional eight days will be added to the contracts of the mentor/model teachers. An additional two days will be added to the contract of the resident teacher (a teacher new to the profession or with an initial license) and fellowship teacher (a teacher new to the district but not the profession). Furthermore, funding will be used to strengthen the induction process by providing an orientation day and a day at the end of the year for reflection for resident and fellowship teachers.

The district will improve the mentor/model selection process using specific guidelines. Eligible staff members will be informed of the mentor vacancies. Interested and qualified teachers should submit a letter of application to the principal. Whenever possible, the principal will place beginning teachers with mentors who serve in the same building. A mentor shall have no more than one beginning teacher assigned to him/her at a time unless there are no other



alternatives. Teachers will go through an application and interview process with the principal. Teachers under consideration will be required to demonstrate the following:

- A minimum of four years of exemplary classroom teaching
- Evidence of commitment to students' academic success
- A commitment to teaching excellence
- Strong interpersonal and communication skills
- The ability to work with other adults
- Effective coaching skills
- Behaviors of a positive role model
- Adherence to the practices of the Iowa Teaching Standards

Working along with the building and district administrators, the mentors and mentees will engage in discussions and implementation of the current district initiatives: PBIS, MTSS, technology integration, and teacher leadership. The mentors and mentees will also meet and discuss curriculum, instruction, special education procedures, and assessment processes in the district. The following timeline will guide the mentoring and induction process:

Timeline for Duties:

#### Year 1 Residency/Fellowship Mentor

Summer:

- Mentor will make initial contact with mentee
- Mentor will be available to answer any questions mentee may have
- All mentors, mentees, and administration will meet for orientation

Throughout the School Year:

- Mentor will be with mentee during all staff meetings and debrief
- Mentor will help mentee prepare for the first week with students
- Mentor and mentee will have daily contact during the first two weeks
- Mentor and mentee will have a weekly formal meeting
- Mentee will observe mentor
- Mentor and mentee will keep contact logs
- Mentor will guide mentee in developing a teaching portfolio
- Mentor will assist mentee in end-of-year procedures
- Mentor and mentee will meet for end of the year reflection

#### Year 2 Residency/Fellowship Mentor

- Mentor and mentee will repeat requirements from year one
- Mentor will assist mentee in the completion of a teaching portfolio

Under successful completion of the mentoring and induction program, the mentee will become an established teacher in the district.



Through the use of the teacher leaders, all teachers will have qualified staff members to support training and on-going modeling. These teacher leaders will include the following:

- Mentor/Model Teachers (4)
- Teaching & Technology Specialists (2)
- Instructional Coaches (2)
- Curriculum Support Leaders (2)

Resident teachers will benefit greatly from this structure. Mentor/Model Teachers will work closely with resident teachers to develop and model lessons, while the Teaching & Technology Specialists will help with technology instruction and implementation. Instructional Coaches will be available to provide instruction in formative and summative assessment as well as helping to implement district initiatives. Curriculum Support Leaders will assist resident teachers in the development and implementation of curriculum including, but not limited to, Common Core Curriculum and STEM. With such a multitude of leaders lending guidance and support, the rate of teacher retention will improve.

## Morning Sun

### **Part 4: Improve Teachers' Entry into the Profession**

New teachers in the Morning Sun School District currently make over the \$35,000 dollar minimum required by the state of Iowa. The state is funding the Teacher Leadership Compensation initiative. The district TLC plan will utilize teacher leaders and additional funding to create a mentoring program which provides new teachers with a supportive environment leading to:

- investment in retention, integration and continual growth
- emotional safety for cognitive growth
- reciprocal growth and learning
- improved student learning
- implementation of other district initiatives

It is our vision that providing new teachers with a solid mentoring program, the MSCSD will be able to reach the district's ultimate goal of improving student achievement. The vision and goals for the TLC implementation are aligned with current goals in the area of student achievement, developed with parent and student input:

All students will achieve at high levels in:

- reading comprehension
- math skills
- science
- technology

### **Current Mentoring Program**



Our district is fortunate to have a very low attrition rate. Currently, the average years of experience for teachers in our district is 20.05 years. Two beginning teachers have been hired in the past 5 years. Our current mentoring program consists of Superintendent/Principal selection of highly effective teachers to become trained in the mentoring process. These mentors participated collaboratively with Great Prairie AEA instructors to learn a variety of research-based strategies using the *Journey to Excellence: An Iowa Model for Mentors of Beginning Educators* materials.

### **Gaps**

Our current mentoring and induction program is not as effective as we would like it to be. The following are gaps we feel our district needs to improve upon in order to support and retain new teachers through the mentoring process:

- our current mentoring plan needs updated to keep up with current best-practices
- the plan does not have formal timelines in place for completion of learning projects
- the plan does not have accountability in place for the mentor's/mentee's expectations
- our plan needs a valid system for deciding on mentors in the building
- currently, our plan uses after school time for collaboration and mentorship
- our plan needs to include more formalized training on coaching skills

### **Mentoring Strategies for Improvement**

- formalize the accountability component of when mentors and mentees meet
- enhance the data collection process by collecting information about the mentee's successes in using researched-based strategies in best practice, parental involvement, classroom management, differentiated instruction, and analyzing student achievement data
- provide release time for mentors and mentees to meet during school hours
- increase the time at the beginning of the school year for the mentor to meet with the mentee to discuss procedures, technology, district policies, curriculum, and daily routines within the school district
- retrain mentors and/or combine the positions of mentor/instructional coach
- provide time for mentees and mentors to observe exceptional teaching strategies by model teachers together to enhance reflection

These enhancements to our mentoring program will be significant enough to improve teacher practices and experience. According to research from the book, *Mentoring Matters: A Practical Guide to Learning Focused Relationships* by Laura Lipton and Bruce Wellman, teachers who were inducted into the teaching profession felt better supported and were more reflective in their practices. It is our district's vision to provide this type of supportive environment for our beginning teachers. In turn, this will create a learning environment where students achieve because of the continuity in our teaching staff and the positive learning environment these teachers will create.

### **Requirements for Mentoring**

- submit letter of application for the position of mentor to administration



- a minimum of four years of highly effective teaching
- commitment to the teaching profession and teaching standards
- effective social and communication skills
- effective coaching skills
- positive role model
- ability to work with adults

### **Mentoring Duties**

#### **Summer**

- make initial contact with mentee
- stay in contact via e-mail or phone to answer any questions they may have before the start of the school year

#### **Year One**

- mentor, mentee and administration meet at least once before the first contract day
- collaborate during staff meetings and reflect after the meetings
- assist with first week of school preparations
- daily informal contact
- weekly meetings before or after school for 45-60 minutes
- observation and post-observation of mentee using *Journey to Excellence* templates
- documentation of meetings with a reflective journal
- guidance on creating teaching portfolio
- assist with end of the year wrap-up

#### **Year Two**

- repeat requirements from year one (formal meetings, post-observations, reflective journals)
- continue work on teaching portfolio
- assist with end of the year wrap-up
- at the end of the year, mentor and mentee meet with administration to reflect on the mentoring process and whether additional mentoring is needed for the mentee

## **Moulton-Udell**

### **Entry into the Profession**

Moulton-Udell Community School District recognizes that it is imperative to attract and retain quality teachers for the welfare of the students. Presently, Moulton-Udell hires 2-4 new teachers each year as staff resigns or relocates.

#### **The current new teacher program is:**

New teachers have a mentor and they attend the 1st and 2nd year classes conducted by the Great Prairie AEA. This program does not address the situations particular to the M-U district



and does not provide for much time with the mentors. Mentors and mentees find time outside of the contracted day to meet and discuss teaching and learning.

**The gaps in our program are:**

Time, resources, collaboration opportunities, informational gaps for content area, and some inadequate mentor/mentee partnerships.

**With the TLC grant, Moulton-Udell will address the gaps by:**

1. Selecting qualified mentors through a more rigorous method of posting the position, matching the mentor within the building and teaching area (if possible). The mentor will have been at least 2 years in the district and 1 year in the building.
2. Mentors and instructional coaches will be given release time from their classrooms to observe the mentee's classroom and provide feedback. Mentees will be given release time to visit mentor and model teacher classrooms. These observations will occur at least three times per year. Substitutes for these observations will be paid for with TLC monies.
2. Mentors will attend the first day of teacher inservice with the mentee (a day already in our schedule for new hires only).
4. Resources may include attending conferences and trainings (with mentor if applicable), sharing district information and guidelines, helping with Planbook and JMC, etc.
5. The district will develop a log with timelines of important information and dates for mentor and mentee to be completed. These could include emergency procedures, parent contact information, lesson plan development, calendar, grading requirements, and building-specific instructions.
6. The mentor will be available to help the new teacher at crucial times, such as midterms, semester tests, concerts, Iowa Assessment testing, Fall Jamboree, special assemblies and any other extra-ordinary events that the district provides/hosts for the students. This way the new teachers can learn about and feel comfortable in our district culture with support.
7. All teachers will be compensated at \$33,500 and above per Grant Assurances and we are confident that this help us to both attract and retain high quality new teachers.

**Guidelines for the timeline during the first and second year are as follows:**

**August-**Mentor and mentee attend the first day of new teacher training together. Time will be given that day for one on one collaboration as well as the meetings with supervisors.

**August and September-**Mentor will arrange the times for peer observations with mentee so administrators can arrange for substitute teachers within the school day thus not taking either person's regularly scheduled planning period.

**September through May-** Mentors and Mentees will meet at the arranged times and discuss issues for our district and the teaching field.

Discussions should include but not be limited to:

Planning

Professional Development



Grading and Grade Book  
Midterm and Quarter Grades process  
Parent-Teacher Conferences  
Parent-Teacher Communication  
Recess/lunchroom duties and responsibilities (elementary)  
School day schedule (we have several)  
Subject matter expertise and timing  
Discipline and classroom control  
Detention protocol (high school)  
Identifying and reporting at-risk students  
After school academic programming  
Assessment routines (elementary)  
Payday and Purchase ordering and other monetary issues.  
Working as a ticket taker for games (if possible, work one together)  
Lunch  
Responsibilities concerning assemblies  
Field trip procedures  
Concerns and questions from the new teacher  
Keep a log of times and discussions to turn into supervisor (for a resource for the subsequent years).  
Moulton-Udell is eagerly anticipating using this grant program to help attract, hire and retain teachers by supporting and guiding our mentees who are new to thea district.

## **Nashua-Plainfield**

### **Current Mentoring Program in our District**

New teachers are currently assigned a mentor teacher based on curricular content, grade level, shared planning time, and availability/willingness of our senior teachers. Most mentor teachers have only a small amount of formal training that is provided through the AEA. No previous mentoring experience is necessary or required. Following the AEA training, we have no policy for follow-up actions or continual coaching making any professional learning difficult to apply. Additionally, we currently have no guidelines to indicate quantity or evaluate quality of mentoring meetings. In order to make our mentoring program more efficient, reliable, and successful, our district needs more structure and continuity to formulate a mentoring plan that establishes protocol, trains mentors, and provides a more consistent support system for all beginning teachers and teachers new to the district.

### **Mentoring Philosophy**

When in the role of a teacher, you assume a collective responsibility to provide equal and quality learning for all students in the district. A teacher is no longer exclusively responsible for a small classroom of children he/she calls his/her homeroom. Therefore, providing support for a beginning teacher is not only beneficial to that beginning teacher's successful transition into his/her new role, but it is also crucial for the learning of all students district-



wide. Beginning teachers face many challenges when entering a classroom. Diverse student needs, challenging curriculum, unfamiliar policies and procedures, and demanding benchmark criteria can burden even the best undergraduate student. Mentor Teachers support new teachers by leading them through a self-discovery phase of beginning teaching. Learning how to make sudden and appropriate management or pedagogical decisions comes only from experience. Helping novice teachers learn these skills usually results in improved strategies and confidence while helping the mentor teacher in becoming more reflective upon his/her own teaching practices. St. George & Robinson (2011) explained that, “mentoring is grounded in social constructivism - the idea that individuals make meaning of knowledge within a social context and as a result of interactions with others,” (p. 5). When mentor teachers discuss the act of teaching with another, they also improve their own practices through reflection and social constructivism.

### **Proposed New Mentoring Program for our District**

Nashua-Plainfield is proposing that our mentoring program provide support to both new teachers to the profession and new teachers to our district. New teachers to the profession will be provided two years of mentoring, while veteran teachers new to our district will be provided one year of support. One mentor teacher for K-3, one mentor teacher for 4-6 and one mentor teacher for 7-12 will be appointed to these leadership positions. Release time and stipend for mentors will be based on the number of mentees. The mentors will attend the AEA training and receive support from administration regarding guidelines, quantity and quality of mentor meetings. By having three mentors, a greater level of consistency and structure will be obtained across the district.

The Teacher Leadership Program will provide funding for substitute fees, stipend and additional contract days.

### **Timeline and Duties of New Mentor Positions**

	<b>First Year Teacher as mentee</b>	<b>Veteran teacher new to the district as mentee</b>
<b>Year One</b>	<i>Summer-Mentor will:</i> *Assist in enrolling mentees in the AEA mentoring classes as needed *Attend the AEA 267 Mentor Training Program and follow requirements *Make initial contact with the mentee and establish a non-threatening supportive relationship *Plan and attend “New Teacher Workshop” day *Give mentee “Beginning Teachers’ Needs” survey	<i>Summer - Mentor will:</i> *Make initial contact with mentee and establish a non-threatening supportive relationship *Inform mentee of Open House and answer questions *Assist mentee in setting up classroom if needed *Inform mentee of regulations specific to the district  <i>During the school year - Mentor will:</i>



	<ul style="list-style-type: none"> <li>*Guide mentee in creating professional goals based upon the Iowa Teaching Standards</li> <li>*Assist mentee in setting up classroom, if needed</li> <li>*Assist mentee in preparing for open house</li> </ul> <p><i>During the school year - Mentor will:</i></p> <ul style="list-style-type: none"> <li>*Meet with mentee bi-monthly or more if needed</li> <li>*Meet with DLT quarterly to coordinate leadership efforts to improve instruction</li> <li>*Assist mentee in preparing for parent-teacher conferences</li> <li>*Assist mentee with document collection for professional teaching portfolio</li> <li>*Assist mentee with data collection and analysis</li> <li>*Explain the JMC grading program (when applicable) and the report card process</li> <li>*Maintain logs of meeting hours</li> <li>*Meet with mentee at least four times to discuss professional goal progress</li> <li>*Guide mentee in preparing end of the year assessments and documentation for cumulative folders</li> <li>*Assist mentee in classroom inventory, ordering materials, and end of the year checkout</li> </ul>	<ul style="list-style-type: none"> <li>*Meet with DLT quarterly to coordinate leadership efforts to improve instruction</li> <li>*Meet with mentee monthly or more if needed</li> <li>*Guide mentee in district's parent-teacher conference requirements</li> <li>*Explain the JMC grading program (when applicable) and the report card process</li> <li>*Maintain log of meeting hours</li> <li>*Guide mentee in classroom inventory, ordering materials, and end of the year checkout</li> </ul>
<b>Year Two</b>	<p>Mentor will:</p> <ul style="list-style-type: none"> <li>*Repeat requirements from year one for summer and school year</li> <li>*Assist mentee in completion of professional teaching portfolio</li> </ul>	Support will be provided as needed.



## Part 5

### Central Lee

Our TLC plan specifies leadership positions designed to support learning teams, provide professional partnerships for new teachers, and plan and deliver professional development in an effort to meet both individual and collective goals related to improved student achievement. Our Teacher Leader positions include:

#### Instructional Coach: K-12 x 1 (100% TLC duties) 10 additional days

- Attend AEA Professional Learning for Instructional Coaches training
- Observe classrooms and provide feedback that identifies strengths and areas of improvement
- Assist in the development of professional growth plans
- Support individual teachers in finding resources related to their differentiated needs,
- Organize observations of model teachers in areas of identified need
- Co-teach, model, support
- Work inside classrooms with teachers/students (50% of time)

#### Instructional Coach: Technology Integration x 1 (100% TLC duties) 10 additional days

- Attend AEA Professional Learning for Instructional Coaches training
- Observe classrooms and provide feedback that identifies strengths and areas of improvement, in the area of technology integration
- Work inside classrooms to help individual teachers implement best practices, demonstrate lessons, co-teach, observe, give feedback, and plan for professional growth (50% of time)
- Support individual teachers in finding technological resources related to their differentiated needs and following through on professional growth plans
- Assist teachers in developing lessons and teaching/learning supports that involve technology
- Provides online resources for staff use

#### Mentor Teachers x 5 (100% in classroom) 10 additional days

- Attend AEA Professional Learning for Instructional Coaches (differentiated for Mentors) training
- Ensure all requirements of the program are implemented
- Provide high quality instructional support
- Promote collegial dialogue focused on enhancing teacher performance and student learning
- Assist BT in planning for, reflecting on, and improving practice
- Observe BT practice, share in the analysis of student work, and hold reflective conversation
- Identify BT differentiated needs, including technologies available for use in instruction
- Assist BT in developing and carrying out plans for professional growth



- Meet with BT before school to prepare classroom and prepare for the first week of school
- Meet weekly with BT for one hour for support and activities
- Attend monthly Mentor meetings to strengthen skills

PLC Facilitator x 14 (K-5 & SPED – 7, Middle – 3, HS – 4) (100% classroom) 5 additional days

- Plan and facilitate PLC small groups
- Research best practice, materials and strategies aligned with district and building initiatives, goals and interventions
- Assure that student progress is monitored

TLC Coordinator x 1: (20% TLC duties) 25 additional days

- Provide administrative oversight for the TLC program
- Plan for the facilitation of large and small group learning
- Engage small groups in cycles of inquiry
- Facilitate the study of data

Content Teacher Leaders x 5 (100% classroom) 3 additional days

- Ensure K-12 curriculum alignment
- Facilitate K-12 curriculum meetings
- Research available resources and provide to teachers
- Meet with AEA specialist in content area
- Coach in effective content-area instructional practices
- Engage in development, adoption, and implementation of curriculum and materials
- Evaluate scope and sequence

Model Classroom Teachers x 10 (100% classroom) plus 5 additional days

- Showcase best practices and effective teaching strategies
- Share lesson plans, materials, and other instructional resources
- Share examples of monitoring student progress
- Provide a toolbox of resources for those that observe in their classroom
- Hold reflective conversations with peers

## **Part 5 B**

Fullan & Hargreaves taught us that while the goal of professional capital is to increase talent, organizations don't reach greatness by focusing on the capital of individuals. In order to get to greatness, "capital has to be shared and circulated. Groups, teams, and communities are far more powerful than individuals..." (Hargreaves & Fullan, 2012, p.3) We believe we have created roles and systemic structural supports, which fit together to create a cohesive and sustainable improvement framework that will strengthen instruction throughout the district.

The **Instructional Coach** will work strategically with teachers in planning, monitoring and assessing student learning. The coach will engage in coaching cycles and help lead inquiry around best practices in instruction. According to Adrian Rodgers and Emily Rodgers, authors



of *The Effective Literacy Coach* (2007), “fundamental change in education is possible only through changes in teaching often based on coaching conversations between the teacher and the coach”(p. xii). This underscores the importance of this role in a system of change. This role will be integral to helping us meet each of our TLC goals. The coach will work closely with **Model Classroom Teachers** to ensure that these ‘labs’ truly reflect best practices and the standards and ideals of the Iowa Core. The coach will collaborate with **Mentors** to provide additional support for new teachers and collaborate with **PLC Facilitators** and **Content Leaders** to organize, coordinate, plan, and facilitate professional development and school improvement efforts.

**Model Classroom Teachers** will act as early implementers of new curriculum, field-test new practices and help develop and refine effective methods. They will develop classrooms that serve as observation labs allowing colleagues to observe, discuss, and reflect on the models and practices with the ultimate goal of having other teachers emulate these practices in their own classrooms. These classrooms provide an extremely important role in helping new practices become fully implemented across a school. These constructivist work spaces will help us ensure that great instruction is systemic and not limited to ‘pockets’ of greatness. This role will be especially critical in helping us meet our TLC Goal 1 as well as TLC Goal 4 which not only promotes differentiated professional development but increased collaborative relationships and highlighting effective teaching strategies.

**Mentors** will provide individualized support for beginning teachers. They will observe their teaching, provide constructive feedback and engage in reflective conversations around teaching practices. The mentoring role will have significant influence on all of our TLC goals but will probably have the greatest impact on our TLC Goal 2 aimed at providing a strong mentoring program in the context of an inviting and caring culture, with the outcome of attracting and retaining effective new teachers. They will work flexibly with the **Instructional Coach**, **PLC Facilitators**, **Content Leaders**, and **Model Classroom Teachers** to ensure that beginning teachers have access to multiple professional development opportunities based on their needs and the needs of their students.

In order to embed the work of the TLC system district-wide, **Building Administrators** will continue to provide leadership in all school improvement efforts. However, **PLC Leaders** will lead groups of teachers in inquiry cycles with grade level/content teams with the goal of strengthening instruction through analysis of student data and alignment and refinement of instruction. The work that takes place in these small groups is critically important to our overall school improvement efforts.

It is our belief that successful facilitation of these groups will lead to a feeling of empowerment for all teachers. The **PLC Facilitator** role will play an important part in helping us achieve all of our TLC goals; however, it will undoubtedly have the biggest impact on our TLC Goal 1 and TLC Goal 4. **PLC Facilitators** will also collaborate with the **Instructional Coach**, to organize, coordinate, plan, and facilitate professional development and school improvement efforts and work flexibly with **Mentors**, and **Model Classroom Teachers** to ensure that ALL teachers have



access to multiple professional development opportunities based on their needs and the needs of their students.

The roles are designed to capitalize on personal strengths while at the same time maximizing the number of opportunities for leadership. While it would be possible for one person to simultaneously serve in more than one of these roles, our goal will be to attract enough interest in these positions that this won't be necessary. The leadership roles in our plan require differing amounts of time commitments in recognition of the fact that not everyone can commit to extra responsibilities. Teachers will be encouraged to choose a position with the understanding that as circumstances shift they can apply for a different leadership position. The leadership roles in our plan were created with multiple personalities in mind. The opportunity to provide leadership should not require that one leave the classroom. Most of the teacher leadership positions in our plan honor the desire to lead from the classroom. Our TLC plan requires that the person in the role of the **Instructional Coach** (the only role that has 100% classroom release time) has time in their day for teaching a group or class not only to ensure that they hone their skills; but also to raise their credibility in the eyes of their colleagues. **Each** of our teacher leader roles are necessary to ensure the success of **all** of our teacher leader roles. We depend on each other for the success of this TLC system and the continuing success and improvement of CLCSD and the students we serve.

### Woodward-Granger

Woodward-Granger CSD teachers, students and administration toiled with trying to determine what positions would give us the most benefit for our buck. In the end the positions decided on had to provide the most overall support in meeting goals and had to be realistic enough to fit with our current culture. The following are the leadership roles that we believe will most positively impact increased student achievement: Initial Teacher (\$25,000 devoted to bring salary up to min.\$33,500), Career Teacher, (2) Instructional Coaches (\$84,000 to replace and \$6,000 supplemental contracts), (1) Technology Infusionists (\$42,000 to replace and \$5,000 supplemental contract), (1) Data Coach/Specialist (\$42,000 to replace and \$5,000 supplemental), (4) Mentor Teachers (4 stipends at \$1000.00 each)

The Initial Teacher:

- In his/her first two years in profession
- Uses Iowa Teaching Standards
- Knowledge of Iowa Core and Components
- Actively participates in collaborative problem solving and reflective practices (PLC)
- Required to observe a mentor teacher a minimum of two times a year
- Collaborates and is supported by grade/content alike peers, Mentor teachers, Instructional Coaches, Technology Infusionist and building Principal.

Career Classroom Teacher:



- No longer on an initial license or experienced teachers no longer in their first or second (probationary) district year.
- Actively participates in collaborative problem solving and reflective practices (PLC)
- Engages in building and/or district level professional development
- Expected to demonstrate continuous improvement in teaching
- Implement instructional practices and data analysis (MTSS) to create an educational environment conducive to learning and growth
- Evaluated on a 3-year cycle guided with the building principal, expected to observe a peer of choice during other two years.

Instructional Coaches (2): (1 (PK-5) position and 1 (6-12) position). (100% FTE), \$6,000 supplement beyond regular salary. To support the implementation of effective instructional strategies. Duties include but are not limited to:

- Demonstrates knowledge of best practices in instructional practices
- Conduct coaching across the grades or content areas using Iowa Core
- Lead instructional meetings including PLC meeting
- Meet regularly with building principal to determine instructional path
- Assist with carrying out building initiatives and professional development using the IPDM
- Study research-based classroom strategies based off of district wide student data and explore which instructional methodologies are appropriate for our school
- Meet with mentor teachers once every two weeks to discuss progress of improved teaching practices for initial and career teachers. From this determine what additional instructional strategies to bring into the classrooms
- Provide resources for classroom teachers
- Meet with every classroom teacher at a minimum of once a quarter to discuss instructional strategies
- Increase the instructional capacity of teachers
- Manage the school-wide assessments and data for monitoring instructional practices
- Meet with technology infusionist to support instruction and learning

Technology Infusionist (1): 1- position: (PK-12), (100% FTE), \$5,000 supplement beyond regular salary.

- Demonstrates knowledge of best practices in using technology for learning
- Conduct coaching across the grades or content areas using technology strategies
- Lead instructional meetings including PLC meeting
- Meet regularly with building principal to determine technology use
- Assist with carrying out building initiatives and professional development using technology
- Study research-based classroom strategies based off of district wide student data and explore which technological methodologies are appropriate for our school
- Meet with mentor teachers, and instructional coaches weekly to discuss progress of improved teaching practices for initial and career teachers. From this determine what additional technology support to bring into the classrooms



- Provide technology resources for classroom teachers in 21st Century Skills
- Meet with every classroom teachers at a minimum of once a quarter to discuss technology strategies for the classroom
- Increase the instructional capacity of teachers through technology
- Help to technologically manage the school-wide assessments and data for monitoring instructional practices

Data Coach/Specialist (1): 1 position district wide (100% FTE), \$5,000 supplement beyond regular salary.

- Responsible for interpreting data and collaborating with staff (NWEA MAP,FAST, Iowa Assessments, Star Reading/Math and other assessments)
- Help all staff create goals regarding classroom data and monitor and communicate progress on goals throughout the year.
- Providing support of and following through with Multi tiered Support Systems (MTSS)
- Communicate with building administration regarding the progress of classroom interventions and provide data that supports this endeavor.
- Implement and provide professional development for interpreting data and following through with district MTSS goals
- Employee will have 10 extra contract days to collaborate with the administration and DLT to create an effective plan for data interpretation.

Mentor Teachers (4): 1 at (PK-1), 1 at (2-5), 1 at (6-8) and 1 at (9-12),(5% FTE), \$1,000 supplement beyond regular salary.

- Coordinate with Instruction Coaches and other leaders to provide supports for initial and career teachers.
- Collaborate, discuss, and reflect on Iowa Teaching Standards aligned with instructor's role, including district expectations and Iowa Core
- Provide information and guidance to new teachers to the district to help them take care of daily/administrative/organizational/academic needs
- Matching teacher needs with available resources
- Provide expertise essential to the daily function of a district teacher
- Communicate teacher needs to administration and additional teacher leaders
- Maintain a log of mentor interactions
- Offer peer review to provide feedback on effectiveness
- \$1,000 of additional compensation in exchange for two (2) supplemental contract days set aside for training, collaboration with other leaders and planning

#### School Improvement Committees

Woodward-Granger CSD uses six main groups to implement the processes of school improvement change in the district.

1. The Woodward-Granger School Board, this group of volunteers is essential in setting goals and policy that helps to support the schoolimprovement movement. Without the board's backing and support true systematic school improvement cannot take place.



2. The School Improvement Advisory Council (SIAC), facilitated by the district superintendent, includes community members, students and staff. This collaborative team reviews data on student achievement, disaggregates information collected from the district's needs assessment and Iowa Youth Surveys and makes informed recommendations to the WG school board. One instructional coach, one data coach/specialist and one technology infusionist will become a member of SIAC and will serve to bridge the gap between community needs/wants and the school's ability to interpret data points from the Iowa Youth Survey and the district's needs assessment.

3. The District Leadership Team (DLT) is comprised of teacher representatives at each building level along with district administration. The DLT compiles and reviews district data and state mandates and sets local goals for district professional development. Since we are small district and have dual roled positions, the Superintendent/Curriculum Director will facilitate the DLT meeting but will have the two instructional coaches, one data coach/specialist, one mentor teacher and one technology infusionist be part of this team. These roles will assist the Superintendent in the following: agenda development, data collections/organization, research of best practices and general coordination with the building principals. Each TLC role will take the information discussed at DLT and work to infuse these ideas through the Building Leadership Teams (BLT) which will help disseminate best practices throughout the teaching core in the district.

4. Building Level Teams (BLT) use district data and building data to decide building goals and professional development at the building level. This information is comprised in an annual building plan that is used to reference goals at the building level. The BLT consists of the principal, teacher leaders representative of each level and a representative instructional coach and data coach/specialist from the DLT.

The building principal will meet every two weeks with the instruction coaches, data coach/specialist and technology infusionist to monitor the school's progress as it relates to meeting the building goals. In addition he/she will touch base with each TLC role to gauge the progress and effectiveness of the TLC program.

The entire BLT team will meet monthly, to review and plan building professional development that meets the changing needs of the staff as they work towards meeting the building goals. The instructional and data coaches will work with the building principal and Area Education Association (AEA) specialists to plan for professional development that meets shifting needs in helping students meet achievement targets.

5. The Administrative Team is headed by the principals and the district superintendent. This team is responsible for carrying out district board/district goals at the building level. This team will establish criteria for meeting with TLC roles on a regular basis using a collaborative model similar to PLC.

6. The Teacher Quality Committee is comprised of a groups of teacher leaders and administrators and is responsible for the fiscal approval and disbursement of Teacher Quality Funds. This committee is essential in supporting district school improvement and change



because they are responsible for guiding teachers towards PD that will aid in meeting the goals of both the building and District. One TLC instructional coach will be asked to sit on this committee to guide them in practices that align with and are in the best interest of teachers professional growth as it relates to the overall goals of the district.



## Part 6

### Calamus-Wheatland

With an overwhelming majority of teacher support, the Calamus Wheatland School District is confident it will be able to move forward in the selection process. Selection of quality individuals is paramount to the success of the TLC program. Steps in the selection process include fulfilling basic requirements by applicant, identification of the selection committee, round 1 application process, round 2 application process interview, selection of teacher leaders, and annual review of assigned roles.

#### Requirements:

- Hold valid Iowa teaching license
- Three years of successful teaching with one year in the district
- Proven leadership in the district
- Respected by peers
- Uses research-based instructional strategies for student achievement
- Willingness to effectively communicate collaborate and share with peers
- Willingness to try new initiatives, strategies and technology for student achievement
- Continues to evolve and show growth in curriculum, instruction and continuing education

#### Selection Committee:

- Two administrators
- Two teachers representing elementary and secondary (not applying for any leadership position)

#### Round 1 Application Process:

- Begin in January 2016 (March in following years)
- Detailed job descriptions of the leadership roles with responsibilities and roles will be disseminated electronically and posted in staff workrooms
- Receive ID# to be used through Round 1 process (anonymous application makes for a non-biased approach to each applicant)
- Fill out application
- Submit a resume highlighting service to the district in terms of collaboration, leadership, and continuing education (Instructional Coach applicants must give evidence of a strong literacy background through courses, workshops, experience, etc.)
- Submit an essay explaining professional growth related to the position, what strengths applicant brings to the position, personal goals for the position and what steps the applicant will take to meet those goals
- Submit a letter of recommendation from a peer
- Submit 2 artifacts highlighting strengths for the leadership position
- Submit artifacts showing knowledge of the Iowa Teaching Standards

#### Round 1 Rubric:



Each member of the selection committee will assess each piece of the applicant's Round 1 Application on the following rubric:

Element	Distinguished (8-10 points)	Proficient (4-7 points)	Basic (0-3 points)
Application and Resume Score	Clearly indicate service to district through collaboration, leadership, continuing education relevant to desired position; filled out with no errors	Indicate some service to district through collaboration, leadership and/or continuing education though not all relevant; filled out with minor errors	Vague in service to district through collaboration, leadership and/or continuing education or are not relevant to desired leadership position; incomplete and/or with multiple errors
Essay Score	Clearly articulates professional growth, strengths, goals and steps to reach goals relevant to position; few errors	States professional growth, strengths, goals and steps to reach goals though not always relevant to position and/or does not articulate; some errors	Missing one or more of required elements or has limited ties to desired position; several errors
Peer Score per Letters of Recommendation	Clearly showcase respect of writer for applicant and showcase clear support and enthusiasm for applicant to move into leadership position	Showcase respect of writer for applicant but do not clearly showcase support and enthusiasm for applicant to move into leadership position	Highlight strengths of applicant indicating success in leadership position but may be a bit ambiguous
Iowa Teaching Standards artifacts score	Clearly demonstrate applicant's abilities in all 8 standards and shows growth over time	Demonstrate applicant's abilities in most standards and/or shows limited growth over time	Do not demonstrate applicant's abilities or are limited to a few standards and/or do not show growth



District Initiative artifacts score	Clearly demonstrate applicant's support and use of district initiatives; data available in all 3	Demonstrate applicant's use of district initiatives; some data available	Do not demonstrate applicant's support or use of district initiatives; no or limited data available
-------------------------------------	--	--	---

- An average cut score of 48 will move an applicant to Round 2

#### Round 2 Application Process:

- Interview with selection committee with rubric used for scoring:

	Element Distinguished (8-10 points)	Proficient (4-7 points)	Basic (0-3 points)
Interview Score	Applicant clearly articulates goals, knowledge, and beliefs for leadership position	Applicant articulates goals, knowledge, and/or beliefs but is not clear in all areas	Applicant cannot clearly articulate goals, knowledge, and beliefs for leadership position

- Score will be added to Round 1 cut score

In March (May in following years) highest scoring applicants are recommended to superintendent who will make the final selection.

#### Annual Review of Assigned Roles

Staff will be surveyed annually in mid-April to assess each role and its effectiveness of the teacher's performance over the past school year. This survey is non-evaluative in nature. It will offer an important opportunity to support learning and implementation of effective teaching strategies in the classroom. The administration will use the current evaluation tools to help determine effectiveness, as well as informal conversations during the course of the year. Student achievement data should show growth to reflect the overall effectiveness of the teacher leaders.

A teacher who completes the time period of the assignment to a leadership role may request reassignment to that role, may pursue a new leadership position, or return to the classroom. The person accepting the instructional coach position has the option to return to his/her previously assigned position at the end of one year of the leadership role.

#### Logan-Magnolia

LMCSD has identified teacher leadership roles that will require assignment through a selection committee comprised of 4 teacher representatives (2 elementary and 2 secondary) and two



administrators. The selection committee will be chosen from those not applying for a leadership position and entrusted by their peers by nomination. TL Team roles recommended through the selection committee:

- Literacy Coach
- Instructional Coach
- District Leadership Team Members (DLT)
- Mentors

TL Team positions will be selected through a performance-based process. These teacher leaders will have a one-year term, renewable based on positive formative and summative evaluations.

#### Initial Application:

1. Prospective TL Team members will have taught for three years, be teachers at LMCS D for at least one year, and will submit a cover letter explaining the teacher's passion for and commitment to the work of the leadership position and two letters of reference. The selection committee will review the initial applications.

#### Literacy and Instructional Coaches:

After approval of initial application, prospective teacher leaders will:

- be interviewed by the selection committee
- review and provide feedback in regards to lesson plans as to the intended, enacted, and assessed learning in relation to the Iowa Core Curriculum;
- review and provide feedback from a video of a classroom teacher
- present a portfolio in which he or she has included artifacts that provide evidence of the Iowa Teaching Standards and Criteria:
  - samples of student work
  - data collection that demonstrates student growth
  - artifacts that demonstrate adherence to the district's goals
  - evidence of effective lesson planning
  - documentation of the prospective teacher-leader's previous attention to professional learning

#### District Leadership Team Member:

After approval of initial application, prospective DLT Members will:

- be interviewed by the the Instructional Coaches and Administration
- provide an up-to-date electronic portfolio that demonstrates competency to the Iowa Teaching Standards

#### Mentors:

The committee will use rubrics to score the prospective teacher leaders':

- communication skills
- understanding of how to facilitate growth in adults
- content expertise
- curriculum development expertise



- instructional expertise
- commitment to professional growth
- disposition to be an effective leader

Leadership effectiveness and growth will be measured by focus on the prospective teacher leader's acquisition and demonstration of the applicable Iowa Standards for School Leaders. Applicants will be measured through the prospective leader's demonstration of the applicable Iowa Teaching Standards.

Shared Vision will be measured through the leader's active participation in the district-wide and building initiatives, such as: CLT, 1:1 technology, curriculum and/or textbook selection, Iowa Common Core Curriculum alignment and professional development preparation and presentation.

Culture of Learning Prospective leaders will submit artifacts or evaluations that reveal the following: evidence of student learning and/or student achievement data; the creation of a positive learning environment and/or contribution to the whole school culture; constructive and timely feedback to students and parents; and the application of professional development opportunities to improve practice.

Management Prospective teacher leaders will submit artifacts or evaluations that reveal the following: adherence to board policies, district procedures, and contractual obligations; effective use of instructional time to maximize student achievement; and participation in a school culture that focuses on student learning.

Family and Community will be measured through the prospective leader's participation in school-related functions held outside of the school day. Professional Responsibilities pertains to this area of leadership. Prospective teacher leaders will submit artifacts that reveal the teacher's collaboration with students, families, colleagues, and communities to enhance student learning.

Ethics Prospective teacher-leaders will submit artifacts or evaluations that reveal the following: Creates an environment of mutual respect, rapport, and fairness; demonstrates professional and ethical conduct as defined by state law and individual district policy; and demonstrates an understanding of and respect for all learners and staff.

Societal Context will be measured through the prospective teacher-leader's collaboration with service providers and other decision-makers to improve teaching and learning, advocacy for the welfare of all members of the learning community; and the design and implementation of appropriate strategies to reach desired goals. Prospective teacher leaders will submit artifacts or evaluations that reveal the following: membership on leadership teams and committees, submission of articles to the newsletter, and attendance and/or participation in IEPs.



## Assurances:

**Selection Committee:** The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

**Applicability:** The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

**Annual Review:** The review shall include peer feedback on the effectiveness of the teacher's performance of duties specific to the teacher's leadership role. A teacher who completes the time period of assignment to a leadership role may apply for assignment in a new leadership role, or for reassignment to that role.

## Riverside and Tri-Center

- Requirements for teacher leaders:
  - Minimum 3 years teaching experience
  - Minimum of 1 year teaching experience with Riverside or Tri-Center
  - Valid Iowa teaching license
- Application Process:
  - Interested candidates must submit a cover letter and resume stating interest in the position and an application highlighting prior accomplishments, qualifications and future goals.
  - The application will include a response demonstrating how the candidate:
    - effectively teaches and implements district initiatives
    - demonstrates continual professional development, and/or assists in implementation of professional development
  - A confidential survey sent to teachers, asking for review of applicants based on a 3-point rubric.
- Selection Committee:
  - Each district's selection committee will consist of at least 1 of the following:
    - \*All will be selected by a joint-district administrative team
      - Administrator
      - Non-applying Teacher
      - Stakeholder
      - When selecting the shared positions (CD/TLCC and 4 Instructional Coaches) both districts' selection committees will meet together to choose the most qualified teacher leaders.
      - When selecting Model and Mentor Teachers, each district's selection committee will meet independently, but will include at least 1



representative from the other district to ensure continuity/clarity in the selection process.

- CD/TLCC and Instructional Coaches will also be part of the selection committee for model and mentor teachers.
- The committees will analyze data/information obtained from a teacher survey in order to assist in determining the applicants to interview.
- When positions have been determined, the selection committee will make a recommendation to the Superintendents of TC/Riverside.

Criteria provided in Teacher Leadership Skills Framework (CSTP) will serve as both districts' guide to select and review teacher leaders:

Effectiveness Criteria	Knowledge/Skills	Dispositions
1. Working with adult learners	Building trusting relationships  Facilitating professional learning for teachers  Building relationships through communication	<ul style="list-style-type: none"> <li>• Belief that teacher and student learning is intertwined</li> <li>• Value work of learners</li> <li>• Accept and act on constructive feedback</li> <li>• Take risks</li> <li>• Reliable</li> <li>• Honor all perspectives</li> </ul>
2. Communication	Technical communication skills  Facilitation  Listening and providing feedback  Questioning  Mediation  Written  Preparation for meetings, providing agendas	<ul style="list-style-type: none"> <li>• Believe all are working in the best interest of students</li> <li>• Value professional expertise</li> <li>• Foster community</li> <li>• Compromise</li> <li>• Social skills to cater to needs of group</li> </ul>
	Collaborative skills	<ul style="list-style-type: none"> <li>• Willingness to recognize one's knowledge</li> </ul>



3. Collaboration	Organizational skills  Subject matter knowledge	<ul style="list-style-type: none"> <li>• Honest and confident</li> <li>• Desire to work with adults</li> <li>• Ability to motivate others</li> <li>• Life long learner</li> </ul>
4. Knowledge of Content, Pedagogy	Use of assessment & pedagogical strategies in classroom  Assist others to increase knowledge & classroom application	<ul style="list-style-type: none"> <li>• Reflective</li> <li>• Committed to supporting growth of others</li> <li>• Enjoy challenge</li> <li>• Interested in Big Picture</li> </ul>
5. Systems Thinking	Advocacy Skills	<ul style="list-style-type: none"> <li>• Ability to read people and various situations</li> <li>• Enjoys diverse views</li> </ul>

The following Professional Growth criteria will be used to select and review teacher leaders:

Professional Growth Criteria	Examples
Education/Training	<ul style="list-style-type: none"> <li>• Advanced degree in educational field</li> <li>• Additional coursework within discipline</li> <li>• Training to deepen pedagogical skills</li> <li>• Engaged and supportive during professional development and collaboration</li> </ul>
Participation in District Initiatives	<ul style="list-style-type: none"> <li>• Voluntarily attend trainings aligned to initiatives</li> <li>• Make changes to support curriculum alignment</li> <li>• Serve on committees</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>• Serve as AIW anchor or local coach for collaborative team (TC)</li> </ul>



	<ul style="list-style-type: none"> <li>• Serve as PLC leader (Riverside)</li> <li>• Provide training</li> <li>• Willing to take risks and persevere despite failure</li> </ul>
Growth Mindset	<ul style="list-style-type: none"> <li>• Continually adapt instruction &amp; curriculum based on new knowledge &amp; learning needs of students</li> </ul>

Annual Review of Assignment:

Review Committee:

- The Review Committee will follow the same procedures and include the same people as the Selection Committee.

Effectiveness for Teacher Leaders:

- Documented compliance with job responsibilities (e.g., frequency and type of collaboration with teachers; attendance at trainings/meetings; PD delivered based on learning needs; other duties as assigned)
- Data from implementation strategies
- Survey sent to teachers asking for feedback on the effectiveness of duties specific to the role and dispositions outlined in the selection criteria.
- Complete Individual Career Development Plan (ICDP), documenting growth in their leadership role and reflecting on areas for future growth
- CD/TLCC:
  - Performance review with principal based on applicable Iowa Standards for School Leaders
  - Review of Meetings Data, completed by principal, to measure effectiveness and growth throughout the year, via a reflection form completed by principal for the CD/TLCC and Committee to read.
- Instructional Coaches (4):
  - Performance review with CD/TLCC based on applicable Iowa Standards for School Leaders
  - Review of Meetings Data, completed by Coordinator, to measure effectiveness and growth throughout the year, via a reflection form completed by CD/TLCC for the Coach and Committee to read.
- Model/Mentor Teachers (10/10):
  - Review of Meetings Data, completed by Coach, to measure effectiveness and growth throughout the year, via a reflection form completed by Coach for the Model/Mentor Teacher and Committee to read.

The Review Committee will be given data/information listed above in order to review effectiveness for each position, will analyze each position based on the selection criteria and



may meet with individual TLC team members. These members can apply for assignment in a new role or for reassignment to their current role annually.



## Part 7

### Clarksville

One advantage to a small district like the CCSD is the ability to develop and deliver PD that is clearly and carefully aligned across all grades PK-12. At Clarksville, the elementary and middle/high school are housed in a single building. We have 29.9 FTE instructional staff who meet for teacher in-service, one-hour weekly PD sessions, and two full PD days during the year. Through our District Leadership Team (DLT), our teacher leaders are integral to both the identification of necessary PD as well as the provision of building-based and district-wide PD. Mentor Teachers/Building Level Coordinators, in collaboration with an Instructional/Literacy Coach, both buildings' administration, and the AEA, will deliver all PD at the building and the district levels during our weekly one-hour PD sessions, in the summer, during teacher in-service days, and throughout the school year in the form of courses and seminars.

PD is also provided through in-classroom support for teachers through the Instructional/Literacy Coach, Mentor Teachers/Building Level Coordinators, and Model Teachers. Coaching includes demonstration teaching, observing/coaching a lesson, and analyzing student data. Mentor Teachers/Building Coordinators will meet with the Instructional Coach to plan and focus PD instruction to meet student and staff needs, as well as align it with the Iowa Core.

Model teachers have perhaps the most important part of PD--taking the information garnered from PD and putting it into a real time, real life classroom for teachers to observe and learn from.

Our plan also incorporates the twelve essential elements of the Iowa PD model described in the Iowa PD model Technical Guide.

1. Leadership Team: The PK-12 Instructional/Literacy Coach, along with Model Teachers and Mentor Teachers/Building Level Coordinators from each building will meet together with administration to form the DLT. This team will meet to organize, schedule, and facilitate PD.
2. Collecting and analyzing student data: Our Instructional/Literacy Coach and teacher leaders will collect and provide support for individual teachers to collect student data. The Coach and teacher leaders will analyze the data to align instructional strategies to students' needs.
3. Goal setting: The Instructional/Literacy Coach and teacher leaders will utilize student data to determine PD goals for each building, as well as the entire district.
4. Selecting content: All PD content is chosen initially by the administrative team and our Instructional Coach, with input from our teacher leaders. Once the school year has started we will collect surveys after each PD day, monitoring and changing content as needed. Change in content could be in response to teacher feedback, changes in student performance, or a combination.



5. Designing PD: The administration, Instructional/Literacy Coach, and teacher leaders will meet and decide on a PD calendar for the year. Design of PD will focus on ensuring students master academic skills that will create college and career readiness.
6. Training opportunities: Teachers will participate in training opportunities led by our Instructional/Literacy Coach and Model Teachers, either by building level, content area, or district. In addition, the Instructional/Literacy Coach will observe every teacher in the classroom each quarter, and then provide individualized support through feedback sessions.
7. Collaboration: Building-based PD supports teachers from the same building to learn collaboratively in a cross-curricular environment, while district level PD fosters collaboration among teachers from both buildings to address common content, concerns, and skills.
8. Implementation: Participants in all building and district level PD provide feedback to the building teams and the district team regarding the effectiveness of the PD following each session through anonymous online surveys. Teacher leaders will also support new and career teachers in implementing PD strategies.
9. Formative PD Evaluation: Formative data will be collected to document student growth and forecast future student needs. This data will help pinpoint skill areas that need to be re-taught or given a renewed focus.
10. Summative PD Evaluation: PD data collected through online surveys and administrative walk throughs is analyzed by the district level team (which includes our Instructional/Literacy Coach) to determine effectiveness. One important task of the DLT is to make adjustments in how the PD is delivered and what content is covered based on the input of our instructional staff.
11. Individual teacher PD plans: Each building principal ensures that teachers complete individual PD plans. The building principal reviews this with the teacher and then the evaluation (if on cycle) is centered around this plan. Our Instructional/Literacy Coach supports teachers every year in a non-evaluative role with the implementation of their PD plans through the individual coaching process.
12. Building PD plans: Each building is responsible for developing a building improvement plan that is customized to the needs of their students. The improvement plans for both buildings carefully outline what PD is needed to support both individual teachers and groups of teachers as they work to impact student learning. The development of each building's plan is led by the Instructional/Literacy Coach, the administrator in each building, and the accompanying teacher leaders, using ongoing assessments, collaboration, evaluation, communication and planning in a continuous cycle of improvement.



## Part 8

### Eddyville-Blakesburg-Fremont

**Impact and Effectiveness**—To determine the effectiveness and impact of our TLC plan we will collect both process and outcome evaluation data for the TL program. Our process evaluation data will help us understand if we are implementing all planned activities with fidelity. Our outcome evaluation data will help us determine if our services have worked to improve the knowledge and skills of teachers and teacher leaders.

In the initial stages of our TL program we will concentrate on implementation. Using monitoring data from multiple sources we will: (1) determine if all services were implemented as planned; (2) track the number of teachers and TLs served; and (3) document the quality of the services we provided through the TL program. Our Director of Curriculum and Instruction will work with our 3 Instructional Design Strategists to record all monitoring data. We will concentrate on implementation issues primarily during the start-up phase of our TL Program to ensure the smooth operation of all project components. The following table lists our initial process evaluation indicators along with how and when the data will be collected. We will review and finalize this list prior to program startup in July 2016.

#### Process Evaluation

Indicator of Success	Measurement	Timeline
TL positions are filled with qualified staff	HR records	1x year
TLs understand job requirements	TL survey	2x year
Instructional Design Strategists meet with all staff 1x every month	TL Logs	Monthly
Meetings include; model lessons, planning assistance, co-teaching, and 1-on-1 collaboration		
Mentors and mentees have class 1x a month	Mentor logs	Monthly
Mentors meet with mentee multiple times during a month	Mentor logs	Monthly
BLT meet monthly	Meeting log	Monthly
SAT meet bi-weekly	Meeting log	Monthly
PBIS Tier 1 meet monthly	Meeting log	Monthly
PBIS Tier 2 meet bi-weekly	Meeting log	Monthly



**Outcome Evaluation**—Once all components of our TL program are running smoothly we can focus on the impact of our activities. Our Director of Curriculum will work with our 3 Instructional Design Strategists to record all outcome data. The outcome evaluation will allow us to answer the question, “Are teachers and students better off as a result of our services?” The following 4 tables list our initial outcome evaluation indicators for the 4 program goals. We will review and finalize this list prior to program startup in July 2016.

**Goal 1—Create a positive atmosphere.**

Indicator	Measurement	Timeline
Students are increasingly engaged in learning	Walk through data	Quarterly
Instructional delivery shifts from teacher led to student led		
All teachers feel confident implementing GRR	Teacher survey	2x year
All teachers feel confident implementing PBIS	Teacher survey	2x year

**Goal 2—Encourage collaboration.**

Indicator	Measurement	Timeline
Teachers report they have sufficient time for collaboration	Teacher survey	2x year
K-12 staff report that instructional coaching is provided in a collaborative way		
PLC work	PLC logs	Monthly

**Goal 3—Recruit/retain teachers.**

Indicator	Measurement	Timeline
The number of new teachers who stay in the district increases	HR database	1x year
The number of teachers who remain in the district increases	HR database	1x year

**Goal 4—Empower Teachers.**

Indicator	Measurement	Timeline
Teachers report they feel empowered through work with Instructional Design Strategists and administration.	Teacher survey	1x year



Teachers analyze and use data	PLC logs	Monthly
-------------------------------	----------	---------

**Continuous Improvement**—While collection of data is an important aspect of the overall project evaluation, we are most concerned about how we use our data to adjust TL Program performance. Through this project we will help staff in all schools turn program data into useful answers that help all students succeed.

The TL Advisory Committee (AC) will have quarterly conversations to review project data. During these conversations, our Instructional Design Strategists will present summary data to track progress over time for key measures. They will help the AC review and reflect on the data through the use of the following 7 questions: (1) Who have we targeted for services/support?; (2) What are the outcomes they were expected to attain?; (3) What do our data tell us about their success in attaining outcomes?; (4) What other data do we need?; (5) What would work to do better?; (6) Do we need any new partners?; and (7) How will we adjust programming in response to current data (action plan adjustments)?

These monitoring meetings will help us understand the “story behind the data” so we can reflect on how well current TL strategies are working. All of the monitoring meetings will end with clear action steps that call for adjusting current methods or implementing new activities. Project information will be posted to the district web site where we will share monthly updates about project activities, general project information, and reports documenting activities and successes. At the end of each year, we will produce a report summarizing who was served along with improvements in teacher and student performance.

## Mount Ayr

To realize our vision, we have prioritized the following goals:

**Goal 1: Attract able and promising new teachers by offering competitive starting salaries, an effective induction program, and offering short-term and long-term professional development and leadership opportunities.**

*Short Term Measures of Impact/Effectiveness:*

- Ensure all staff is at minimum salary
- Monthly feedback from all new teachers concerning professional development and mentoring programs
- Observational data to evaluate skills of initial teachers
- Review reflection sheets from leadership team meetings

*Long Term Measures of Impact/Effectiveness*

- Annually survey mentor/mentee teachers
- Annually review retention rates of initial teachers
- Annually review completion rates of the mentor and induction program
- Annually review number of applicants for open positions
- Annually survey teachers about effectiveness of the professional development program and the induction and mentoring program



**Goal 2: Retain and reward effective teachers by providing enhanced career opportunities.**

*Short Term Measures*

- Ensure at least 25% of teachers in the district have a teacher leader role
- Receive feedback concerning the rigorous process for selecting teachers for leadership positions

*Long Term Measures*

- Annually review retention rates of career teachers
- Annually survey teachers regarding job satisfaction and advancement opportunities

**Goal 3: Promote collaboration by developing and supporting opportunities for teachers both within our school and in collaboration with school districts statewide to learn from each other.**

*Short Term Measures*

- Monitor weekly collaboration time from master collaboration schedules
- Review implementation logs, observation records and/or walk through data to document effective practices in classrooms.

*Long Term Measures*

- Annually collect and review all data regarding time spent in collaboration

**Goal 4: Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.**

*Short Term Measures*

- Number of coaching interactions
- Survey certified staff regarding teacher leadership services
- Review data from TAP rubric
- Feedback from professional development
- Logs from teacher leaders

*Long Term Measures*

- Review of data of applicants for teacher leadership positions
- Analysis of coaching logs, interactions and surveys
- Review of retention of teacher leaders in those positions vis-à-vis requests to return to full time teaching

**Goal 5: Improve student achievement by strengthening instruction.**

*Short Term Measures*

- Instructional Coach and Model Teachers will analyze formative student achievement data: teacher observation, exit slips, running records, student work, progress monitoring, quizzes, curriculum measures

*Long Term Measures*

- Instructional Coach and Model Teachers will analyze summative student achievement data and trends over time: MAP, ACT, Iowa Assessments, FAST

**Monitoring and Adjusting**



The MACS Teacher Leadership plan is an evolving plan that will provide the focus and direction for professional development. ***Therefore, as student needs change, the plan will change.*** The *Leadership Team* assists the building principal and teacher leaders in meeting the expectations of best practices in leadership, while providing a general timeline to develop, monitor and evaluate school plans and goals each year.

Student learning will be assessed throughout the year to monitor growth using classroom data and district wide assessments. Data will be reviewed at classroom, grade, building and district levels, allowing an additional measure of plan effectiveness. Teacher leaders will use this data to monitor results and adjust the focus of professional development as necessary.

An Evaluation team consisting of building principals, Instructional Coaches, one model and one mentor teacher from each building will meet three times per year to analyze and use collected data (student achievement data and teacher effectiveness data) based on the short term and long term measures to inform decisions. A report will be compiled and presented to the district (school board and district study) following each evaluation meeting. The report will include short and long term goals, review of practices, and summary of data. Adjustments will be made to allow continuous improvement.

### North Winnesheik

The ultimate purpose of all TLC program activities is to increase student learning. We believe that supporting all teachers to work collaboratively to analyze student data and implement effective instructional strategies that are responsive to students needs will have an enormous positive impact on achievement levels in our district.

#### North Winneshiek TLC Goals

1. Nurture a culture of continuous improvement in which all teachers and administrators collaborate, think critically and creatively, and work in teams through increased collegiality, trust and respect.
2. Promote a continuous learning process based on the Iowa Professional Development Model, the Iowa Teaching Standards, and the Characteristics of Effective Instruction.
3. Improve the fidelity of implementation of Professional Learning Communities.
4. Promote teacher empowerment through a sustainable shared leadership approach.

#### Connection with State Goals

- attract able/promising new teachers
- retain effective teachers
- promote collaboration among teachers
- reward professional growth and effective teaching
- improve student achievement

#### Part 8A

#### Impact/effectiveness



The district will use qualitative and quantitative data to measure the impact and effectiveness of the district's TLC program. This data will be collected throughout year to be used in the annual evaluation. In summary, we will analyze the TLC program's strengths and weakness and then create an improvement plan going forward.

#### Qualitative Inquiry

##### 1. What did our Teacher Leadership Program accomplish?

- Did we appropriately advertise all TLC positions?
- Were job descriptions and responsibilities of each role clear?
- Did we provide appropriate compensation?
- How many teachers were served by the TLC positions and in what capacity?
- What percent of teachers held a TLC role?
- How much substitute teacher time was used for TLC positions to do their work?
- How often did mentors/mentees meet?
- At which days/times did we require substitutes?
- How many collaborative planning sessions were held?
- What was the content of the collaborative planning sessions?
- How often was the PLC Coach at PLC meetings.

##### 2. How successful was our TLC program at accomplishing its role?

- Do TLC teachers understand their job requirements?
- Did TLC teachers receive the support they needed to carry out their job description?
- Do teachers feel more supported by having TLC teachers available as resources?
- Do teachers feel they have grown and improved their teaching practices due to the help of the TLC teachers?
- How many TLC teachers are able to stay in the classroom and have a leadership role?

##### 3. Has the effectiveness of the TLC teachers and classroom teachers increased?

- Do TLC teachers feel supported?
- Do TLC teachers feel confident to be able to do their work?
- Are TLC teachers making professional growth?
- Do TLC teachers feel they received adequate training to be successful in their role?
- Did we retain teachers, especially new teachers?
- Can teachers describe how their practice has improved due to the TLC program?
- Do teachers feel empowered and supported by the TLC teachers?
- Do teachers feel student achievement is better because of support received?
- Did mentees feel that their program helped them grow?
- Do students feel more engaged?

##### 4. How has student achievement improved?

- Did we reduce office referrals and suspensions?



- Did we reduce the achievement gap?
- Did we increase the number of students making expected or greater than expected growth?
- Did we increase the number of students proficient in math and reading?

#### Quantitative Inquiry

Impact/effectiveness of North Winn TLC Goals and Connection with State Goals			
North Winneshiek TLC Goals			
Rating Scale	3 High	2	1 Low
Culture of Continuous Improvement (collegiality, trust and respect)			
Continuous Learning Cycle (Iowa Professional Development Model, Iowa Teaching Standards, and the Characteristics of Effective Instruction)			
PLC Implementation (fidelity)			
Sustainable Shared Leadership (teacher empowerment)			
Total Average Number _____			

Connection with State Goals			
Rating Scale	3 High	2	1 Low
Attract able/promising new teachers			
Retain effective teachers			
Promote collaboration among teachers			
Reward professional growth and effective teaching			
Improve student achievement			



Total Average Number _____			
----------------------------	--	--	--

## Part 8B

Monitoring and adjusting the plan based on the results of our measures:

- District self-reflection of TLC plan will allow us to monitor our efforts and determine next steps
- Data analysis following the Iowa Professional Development Model will allow us to monitor our efforts and determine next steps based on student achievement data
- Completing and scoring ourselves on the Iowa Professional Development Model District/Building Profile will provide us with the information necessary to determine our focus for leadership teams as we continue to improve instructional practice leading to increased student achievement
- Survey results from new teachers will provide feedback to identify the strengths and areas for improvement as we strive to provide optimal support for our new teachers
- Semi-annual survey results from all teachers will provide leadership team members and instructional coaches guidance as we collaboratively move forward to improve teacher effectiveness and increase student achievement
- Annual data analysis of the North Winneshiek and State TLC Goals

## Westwood

In order for any educational program to be effective, short-term and long-term measures must be in place, It is from these measures that data must be consistently gathered and scrutinized. The short-term and the long-term effectiveness of the Westwood TLC plan will be purposeful, effective, and measured by the following:

Improved student learning

Measurements will include:

- Iowa Assessments
- ACT
- FAST
- STAR Early Literacy, Reading, and Math
- Assessment dropout/graduation rates
- Post-high school plans

The number of initial teachers meeting the eight Iowa Teaching Standards

Measurements will include:

- Teacher evaluation process

The number of teachers recommended for full licensure as determined by their Comprehensive Evaluation

Measurements will include:



- Teacher evaluation process

Higher retention rate of qualified teachers

Measurements will include:

- Teacher evaluation process

Success in meeting the district's CSIP short-term goals

Measurements will include:

- APR (Annual Progress Report) Data
- AYP (Adequate Yearly Progress) Data
- Annual CSIP (Comprehensive School Improvement Plan) assurances update

Success in meeting the district's CSIP long-term goals

Measurements will include:

- CSIP data

Increased community involvement with the school

Measurements will include:

- SIAC (School Improvement Committee)
- CTE; (Career and Technical Evaluation) Committee
- Participation records for Volunteer Program
- Parent/teacher conference attendance trend data

Decrease in students open enrolling out of the district

Measurements will include:

- Student enrollment trend data (SRI Certified Enrollment)
- Open enrollment trend data

Decrease in teacher turnover

Measurements will include:

- Employment longevity trend data

Increased number of applicants for leadership positions

Measurements will include:

- Application trends

The TLC plan will be monitored by the following components:

- Exit survey/ interview for mentoring
- Effectiveness of training provided for mentors
- Additional training needed for mentors
- Adequacy of time for mentee collaboration and observation
- Resources available for mentors/ mentees

Evaluations of Strategy Leaders by administrators



Effectively communicated Teacher Leader's needs and progress to the district  
Maintained focus on District Goals  
Planned and presented relevant professional development for the district

Reflections by teachers in leadership roles  
Accomplishments  
Areas for improvement  
Goals for the future  
Adequacy of training provided

District self-reflection of fidelity of implementation of TLC plan  
Identification of methods that went well  
Identification of methods that need improvement  
Creation of an improvement plan for upcoming school year

Data analysis following the Iowa Professional Development Model  
Monitoring our efforts to increase student achievement  
Determining next steps based on student achievement data



## Part 9

### Cheerokee

Support and input of all stakeholders including Cherokee's administrative team, board of education, local education association, staff members, community members, and parents started conversations focused on several key components of an effective teacher leadership plan. One integral component of these conversations was the ability for Cherokee to successfully implement its TLC plan upon the securing of funding from the State of Iowa. Equally important to successful implementation is the ability to sustain our TLC plan over time. Our teacher leaders are key to our plan, and it is imperative we have the most qualified people providing the leadership vital to the successful implementation and ongoing sustainability of this plan.

The TLC planning committee realizes that there is more to sustainability than funding. This grant will challenge and redirect leadership roles within the Cherokee Community School District. It will require that we employ innovative thinking, research-based action, and resource allocation that will allow us to continue to meet our goals of improved instruction and increase student achievement. To do so requires a change in our school community culture; empowering our teachers to take on leadership roles to impact what is happening within their own buildings.

#### DISTRICT CAPACITY

##### Past Successes:

- The district already utilizes department chairpersons to assist in the development and implementation of professional development activities. Teachers welcome the insight provided by their colleagues and are open to receiving suggestions for improvement.
- The district has utilized Professional Learning Communities for continuous improvement, collaboration, and a focus on student learning. Our teachers understand the need for strong professional development and view the quality of our teachers as the determining factor in student achievement.
- The district currently has a mentoring program in place in cooperation with the AEA. New teachers are also provided one additional day at the beginning of the year and the opportunity to visit other classroom teachers to observe the instructional practices of other teachers. The TLC plan will enhance our capacity to allow teachers to grow from each other through the study of research-based teaching strategies.
- The district currently has a teacher trained as a coach for Authentic Intellectual Work (AIW) as well as 15 lead team members and has been implementing AIW strategies for several years.

##### District Needs:



- The district has a variety of types of data at its disposal. Currently, there is a lack of cohesion in our use of data. We need to better understand the types of data we have, how to interpret the data, and how it fits together. Utilizing the Instructional Coaches to provide leadership in the use of data would provide the clarity our staff needs to have the desired positive impact on student achievement.
- The district needs a greater number of stakeholders engaged in leadership positions to increase the overall efficacy of this plan.

#### ROLES OF KEY STAFF

- Superintendent - The superintendent will be responsible to continually provide the vision for the TLC Plan. As the leader of the district administrative team, keeping lines of communication open amongst all leaders will be critical as all in the district adjust to a new leadership environment. Keeping all stakeholders informed of the program will be an important role of the superintendent.
- Principals - The principals will play a key role in the success of the TLC Plan. Working with teacher leaders on a regular basis, they will be essential in the development of teacher-leadership skills. Directing/guiding classroom teachers to the appropriate teacher leaders for troubleshooting, data analysis, research-based strategies, support, etc., will be important in the development of the program.
- Teacher Leaders - All leaders (instructional coaches, model teachers, lead teachers, mentor teachers) will be important as the district transitions to the TLC plan. Using their skills and knowledge, they will work one on one with staff to build relationships and trust to focus on the key elements of the TLC plan. Having multiple instructional coaches employed full-time will make this transition easier. The instructional coaches will be able to help others understand what their role encompasses outside the classroom, how to structure their day, and the skills necessary to work as a team.

#### SUSTAINABILITY OVER TIME

##### Future Sustainability:

- Creating our plan has enabled district stakeholders to recognize the importance of empowering teachers of the district to serve as teacher leaders through clearly defined, differentiated, meaningful pathways. Each and every child of our district deserves to reap the ultimate benefit of our plan which is increased academic achievement for all students, both now and in the future. The best way to sustain our plan for years to come is to provide opportunities for all stakeholders to offer feedback, ask questions, and engage in dialogue focused on improving teacher effectiveness and increasing student achievement. Open communication allowed Cherokee's TLC Planning Committee to move forward in the creation of our plan, and those same elements will guarantee sustainability of our plan as we move forward.
- The community will be kept abreast of the program through the website and through communication with the school board.



## North Tama County

The North Tama TLC committee realizes that there is more to the sustainability of our TLC Plan than funding. This grant will require the TLC committee to employ the kind of thinking, action, and resource allocation that will allow us to continue to meet our goals of improved instruction and high student achievement. The TLC plan requires a change in the culture of our district; a shift toward empowering teachers to take on leadership roles that impact what is happening within our classrooms.

### District Capacity

- The district utilizes a shared Director of Curriculum and Innovation to assist in the development and implementation of professional development activities. The district also utilizes building administrators, teachers, Area Education Agency (AEA) 267 and other outside resources in the effective delivery of professional development.
- With the support of the Iowa Department of Education and AEA 267, the district has implemented Professional Learning Communities (PLC) and Authentic Intellectual Work (AIW) to foster collaboration and continuous improvement among colleagues. These results-oriented, research-based approaches have created a focus on learning among our staff. Quality teachers are a determining factor in student achievement and our teachers understand the need for strong professional development.
- Currently, the district has a mentoring program in place. Mentor Teachers are provided two additional days at the beginning of the year to work with Beginning Teachers. Teachers are provided the opportunity to visit Model Teachers to observe their instructional practices. The TLC plan will allow teachers to learn from each other through the study of research-based teaching strategies.

### Needed Systemic Infrastructure

- While our district has successfully provided effective professional development for our teachers, we do not have anyone whose chief responsibility is dedicated to this area. This grant would allow us the opportunity to have individuals who are responsible for coordinating and providing professional development for improved teacher instruction.
- The district has a variety of data at its disposal. Currently, there is a lack of cohesion in our use of data. We need to better understand the types of data we have, how to interpret that data, and how the different types of data fit together. The Model Teachers and Student Success Coach will utilize data to help provide the desired positive impact on student achievement.

### Roles of Key Staff

- Superintendent - The superintendent will be responsible to provide the vision for the Teacher Leadership Program. Keeping lines of communication open amongst all leaders will be critical as the district adjusts to a new leadership environment.



- Principals - Working with teacher leaders on a regular basis, the principals will be essential in the development of teacher-leadership skills. Helping classroom teachers understand the roles of the leaders will be important in the development of the program.

- Teacher Leaders - Teacher Leaders will work one-on-one with staff to build relationships and trust which will provide better focus on the key elements of the TLC plan. The Teacher Leaders will be able to help colleagues find ways to improve and reflect on lessons, instructional practices, and assessments.

### Sustainability Over Time

Future Sustainability:

- North Tama currently utilizes teacher leaders and a shared Director of Curriculum and Innovation. These teacher leaders meet with staff, develop technology integration plans, collaborate with colleagues, and lead professional development at North Tama. These experiences and current practice shows that we have the ability to sustain the program into the future. Over the last five years, North Tama has implemented numerous cost saving measures to secure our financial stability. We have strong working relationships with neighboring districts to provide the cooperation necessary to work together, which is apparent with the shared positions we already have with these districts.

- Other means to contribute to the sustainability of the program include providing on-going training to our Teacher Leader positions provided through the AEA 267 or other resources.

- The community will be kept abreast of the program through the North Tama County Community School District website and communication with the school board and School Improvement Advisory Committee.

The Student Success Coach, Model Teachers, and Mentor Teachers will meet on a regular basis to monitor the implementation of our TLC plan and to provide a network of support for each other. This team of teacher leaders will analyze data about the implementation of the TLC plan, and will work together to address any concerns or issues that may arise with the plan. We believe that this ongoing cycle of data analysis and adjustment will help sustain the program in the long term.

### **Southeast Webster Grand**

At Southeast Valley (SV), we are equipping all teachers to lead. Our plan provides for teacher leaders to be thoroughly trained for their role and responsibilities. Our intent is for teacher leaders to become experts in their roles and model for other teachers how to serve as a teacher leader as means for other teachers to prepare for future leadership roles. The district has already invested in this goal by sending 10 staff members to PLC training during the summer of 2015.



**The TLC plan is rooted in past successful initiatives:**

- MTSS (PBIS/RTI): Initial training for PBIS began for Prairie Valley in 2010 and Southeast Webster Grand began training in 2012. In the fall of 2014, at the start of whole grade sharing for the two districts, the work began to bring the two PBIS programs together. The PBIS programs were crucial in bringing the teachers and students to a common understanding of expectations. Both PBIS and RTI were identified at a district brainstorming session as initiatives that need to be continued.
- Summer Reading Program (ELA): This pilot program involved 21 elementary students. With support from the Prairie Lakes AEA, these students were bussed to the school each week for reading instruction and support to prevent summer regression. Through teacher leadership, this program can be expanded in the future.
- Instructional Rounds: A group of staff members participated in Instructional Rounds during the 2014-15 school, led by Jeff Herzberg from Prairie Lakes AEA. This laid the groundwork for future training in Instructional Practices Inventory (IPI) and created a climate of openness for our staff to have other teachers observe their classrooms and be receptive to teacher leaders.
- Technology Integration: SV provides every student in grades 5-12 with a Chromebook. Bandwidth has been increased and hardware has been upgraded in most buildings, leading to more consistent access to the Internet.

**The TLC plan will be successful over time through the involvement of various stakeholders and the conscientious monitoring of the TLC system:** Both districts that encompass SV have a rich history of involving stakeholders in all aspects of the educational system. The TLC design process mirrored the same process used to bring our two districts together, both stressing input from various stakeholders. A foundation for using facilitated processes to authentically engage stakeholders was established through workshops facilitated by AEA personnel. In November of 2014, a meeting of K-12 staff members from both districts led to the creation of a “Start/Stop/Continue” document that helped to align student learning experiences to our guiding principles. These guiding principles were further developed by the SIAC through a facilitated process led by Julie Graber of Prairie Lakes AEA.

Teachers contributed in-depth to the development of the TLC plan through discussion with TLC team members and a survey designed to identify needs and the level of teacher interest in teacher leader roles. Teachers indicated interest in all the teacher leader positions that are being proposed. The most interest was in mentor teachers and model teachers.

The plan will be monitored and improved through ongoing evaluation by the District Leadership Team (DLT), which includes TLC Sub-Committee members. The DLT reports progress to the School Improvement Advisory Committee, which includes parents, community members, students, teachers and administrators.

**The TLC plan addresses gaps in our system:**

It provides needed support for:



- Instructional improvement that support the needs of teachers to better meet the needs of students
- Constant monitoring, utilizing short- and long- term measures to monitor implementation
- Frequent communication throughout the system
- Opportunities to develop teacher leaders

**Key district personnel will be responsible for the success of the TLC plan:**

Superintendents

- Communicate program and progress to stakeholders
- Facilitate DLT
- Review recommendations for teacher leadership selections
- Collaborate with DLT to monitor and adjust program as needed
- Monitor and supervise use of TLC funds

Building Administrators

- Support alignment of curriculum, instruction, and assessment
- Participate in selection, evaluation, and support of teacher leaders
- Facilitate instructional support at building level
- Monitor implementation of the plan at building level to ensure success
- Communicate the needs of teacher leaders

We recognize the challenges of implementing and sustaining a teacher leadership program. However, we are confident that the groundwork we have laid, the infrastructure we have in place, and the communication, feedback, and collaborative systems we have planned, will work together to ensure the success of our teacher leadership program.



## Part 10

### Alta and Aurelia

Implementation of the TLC plan will allow the Alta and Aurelia School Districts to make positive changes in student achievement and teacher leadership opportunities. This plan will help us achieve several **district goals**: attract new, effective teachers to the district, give current teachers the opportunity to assume leadership roles, expand the rigor of professional development, and, above all, increase student achievement.

Reach the following **student achievement goals**:

1. Each student will show at a minimum one-year's growth in reading as measured by the Iowa Assessments
2. Each student will show at a minimum one-year's growth in mathematics as measured by the Iowa Assessments
3. All students will be proficient in reading by the end of 3rd grade as measured by the state-mandated assessments.

### Budget Details

The budget will allow us to meet the five requirements of our TLC plan. All of our teachers exceed the minimum salary of \$33,500. The following leadership roles will be funded:

#### Curriculum Development Leader (1 position)

- Position criteria aligned to goals:
  - specific training or certification in curriculum and instruction, and characteristics of effective instruction
  - working knowledge of the Iowa Core Curriculum and aligning the delivered curriculum with the Iowa Core Curriculum
  - ability to use results and data to measure the effectiveness of instruction on student learning
  - ability to work with staff members to implement strategies that improve instructional practice
  - ability to work with the Districts' Curriculum Coordinator and administration on data submissions, student achievement data analysis, and Comprehensive Plan (C-Plan) reports
- \$10,000 Stipend
- Full Time Teaching Contract, 50% Daily Teaching Load, 15 additional days outside of teaching contract
- Replacement teacher total cost estimate \$29,000
- Substitute costs \$1,150
- Training/materials cost \$3,250

#### Professional Development Leader (1 position)

- Position criteria aligned to goals:



- a working knowledge and understanding of the characteristics of effective instruction, and current best practices in teaching, learning, and instructional design
- working knowledge of curriculum alignment with the Iowa Core Curriculum ability to use results and data to measure the effectiveness of instruction on student learning
- capacity to collaborate with PLC Leaders, Curriculum Development Leader, and instructional coaches using student achievement data to drive decision-making
- willing to have their classroom serve as a “Model Classroom”
- \$8,500 Stipend
- Full time teaching contract, will be allowed to use the equivalent of up to 25% of the student contact days out of the classroom, time outside of the daily contract hours as required, 12 additional days outside of teaching contract
- Substitute costs \$5,175
- Training/material \$3000

#### **Instructional Coach (3 Literacy, 2 Math)**

- Position criteria aligned to goals:
  - ability to coordinate and share knowledge with other teachers regarding district initiatives
  - work individually with teachers and/or in small groups to implement current best practices in Literacy instruction
  - assist teachers with aligning district curriculum and instruction in Literacy with the Iowa Core Curriculum
  - willing to have their classroom serve as a “Model Classroom”
- \$5,000 Stipend each (\$25,000)
- Full time teaching contract, will be allowed to use the equivalent of up to 25% of the student contact days out of the classroom, 8 additional days outside of teaching contract
- Substitute costs \$25,875
- Training/material \$5,250

#### **Technology Integrationist - (2 positions)**

- Position criteria aligned to goals
  - assist teachers with integrating technology into lessons and provide resources
  - communicate teacher needs to administration and teacher leaders
- \$5,000 Stipend each (\$10,000)
- Full time teaching contract, will be allowed to use the equivalent of up to 25% of the student contact days out of the classroom, 8 additional days outside of the teaching contract
- Substitute costs \$10,350
- Training/materials \$2,500

#### **Mentor Teacher - (anticipated 5 positions, based upon need)**



- Position criteria aligned to goals:
  - serve as a role model to mentees and assist in the acclimation to a new district
  - ability to constructively coach to improve best practice and classroom management
- \$2000 Stipend each (\$10,000)
- Full time teaching contract up to 18 days out of the classroom to work with mentee and training, 3 additional days outside of the teaching contract
- Substitute costs (\$10,925)
- Mentees will be for two additional contract days \$250 each (\$2,500)
- Training/materials \$2,000

#### **PLC Leaders (10 positions)**

- Position criteria aligned to goals:
  - interest/passion/giftedness that aligns with the current PD focus
  - know and understand the four essential questions to a PLC
- \$1500 Stipend
- Full time teaching contract, up to the equivalent of up to 9 days out of the classroom, 2 additional contract days
- Substitute cost \$10,350
- Training/materials \$11,500

Curriculum Development Leader	\$ 10,000
Professional Development Leader	\$ 8,500
Instructional Coaches	\$ 25,000
Technology Integrationists	\$ 10,000
Mentor Teachers	\$ 10,000
Mentee Additional Days	\$ 2,500
PLC Leaders	\$ 15,000
Replacement Teacher and Substitutes	\$ 92,825
Training/material costs	\$ 27,250
FICA/IPERS costs	\$ 34,555.53
<b>TOTAL:</b>	<b>\$235,630.53</b>
Unbudgeted funds remaining	\$ 36.39

According to budget estimates, Alta and Aurelia would receive a combined \$235,666.92 in TLC funds. We will modify our program depending on the final allocation of funds.



## Lynnvile-Sully

We have set forth a plan that provides the best use of grant funds to support our vision and allow us to meet the following plan goals:

- Improve student learning in all content areas and close the achievement gap through high quality instruction.
- Effectively use the Iowa Professional Development Model as a foundation for focusing on curriculum, instruction, and assessment.
- Recruit and retain highly qualified teachers through competitive starting salaries and through short- and long-term professional development and leadership opportunities.
- Promote professional growth through teacher led professional development, modeling and collaboration.
- Identify, honor, and reward effective teaching by providing pathways to career opportunities that come with increased leadership responsibilities, shared decision making, and increased compensation.

Based on student enrollment, the district will receive \$133,657.30 in Teacher Leadership Supplement Funds. We will have thirty-three career teachers for the 2015-16 school year. No salaries will need to be raised to the minimum \$33,500. The tables below outline the budgeted expenditures for the addition of thirteen teacher leadership roles, which will include the following: One Learning and Systems Leader, three instructional coaches, six model teachers, and three mentor teachers. The following provides details about the use and allocation of funds tied to the leadership roles. In addition, \$5,000 will be allocated to provide professional development opportunities to teacher leaders and teacher mentees.

### Learning and Systems Leader (LS Leader):

The Learning and Systems Leader (LS Leader) will use the Iowa Professional Development Model to plan and implement professional development at the district level and building level. The administration and the District Leadership Team (DLT) will be consulted for input on professional development planning and implementation. The LS Leader will support the MTSS process and implementation of Iowa Core. The LS Leader will be responsible for the implementation of the Teacher Leadership Compensation Plan and for reporting progress to all stakeholders.

Position	Extended Contract Days	Total Contract Days	Estimated Compensation per Position	Estimated Total Compensation with FICA and IPERS
1	10	200	\$10,000.00	\$11,165.00
Replacement Teacher		190		\$57,000.00

### Instructional Coaches

Instructional coaches will provide additional guidance in one or more aspects of the teaching profession to teachers. The coaches will meet with teachers on a regular basis to support teacher and student learning by observing, modeling, co-teaching and/or reflecting. A portion



of the coaches' time will be spent with the Reading and Math Leadership Teams, LS Leader, and administrators to provide input on professional development, researching evidence-based practices, and compiling materials/resources to enhance instructional practices and student learning. Responsibilities are split 94% classroom teacher, 6% Instructional Coach. The 6% may include time to conduct walkthrough observations, model, and co-teach research effective teaching practices and participate in data days. This should be approximately 10 days out of the classroom.

Positions	Extended Contract Days per Position	Total Contract Days per Position	Compensation per Position	Estimated Total Compensation with FICA and IPERS
3	4	194	\$4,000.00	\$13,980.00
Substitute Costs				\$3,495.00

### Model Teachers

Model teachers serve as a role model of exemplary teaching practices. The model teacher has demonstrated success in the knowledge and implementation of instructional strategies and evidence-based practices. He/she will provide opportunities for new and veteran teachers to observe, collaborate, and reflect. There will be three K-5 model teachers and three 6-12 model teachers.

Positions	Extended Contract Days per Position	Total Contract Days per Position	Compensation per Position	Estimated Total Compensation with FICA and IPERS
6	2	192	\$2,500	\$17,475.00
Substitute Costs				\$1,398.00

### Mentor Teachers

The mentor teacher will support and assist initial teachers (mentees) in achieving their standard license. The mentor teacher will also support the first year of a teacher new to the district. A demonstration of exemplary teaching skills is necessary. The extended contract time and additional professional learning through the TLC System will provide our mentors the needed resources to more effectively support new teachers, ultimately, resulting in increased attraction for and retention of promising new teachers.

Positions	Extended Contract Days per Position	Total Contract Days per Position	Compensation per Position	Estimated Total Compensation with FICA and IPERS
3	2	192	\$1,500	\$5,242.50
Substitute Cost				\$699.00



In summary, our plan involves approximately 39% of our career teachers in leadership roles. Within our small district, teachers are used to taking on additional leadership responsibilities, and this grant will give teachers additional time and supports needed to make systemic change in our district.